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ABSTRACT

Describing Department of Defense Dependents Schools Europe (DODDSEUR) use of Hinterbrand Lodge Outdoor Education Center, this document is directed to sponsors wishing to take groups to Hinterbrand for one or more of the five program options (outdoor education week, teacher weekend, school-designed outdoor education program, administrative faculty or writing conference/workshop, and special program). The philosophy of outdoor education is detailed and experiential learning is identified as the mechanism by which Hinterbrand's programs operate. Activities are categorized as initiative tests, sensory awareness, skill training, and integrated activities. A list of special considerations is provided for would-be sponsors (details group size, clothing, conduct, etc.). The responsibilities of the Hinterbrand staff, the sponsors, the assistants, and the participants are spelled out. Samples are presented for a winter daily schedule, pre-planning around a sponsor's school calendar, menu possibilities, parent permission and emergency forms, and activities (e.g., compass activities, bus or trail projects, etc.). Lists of needed equipment and clothing are also provided. The appendices of this document include information and instructions on program scheduling policies and procedures at Hinterbrand, a booklet on outdoor education and safety, and information for potential participants in Project Bold, a three-week summer outdoor education program designed for students and teachers in DODDSEUR. (JC)

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# HINTERBRAND LODGE

# OUTDOOR EDUCATION CENTER

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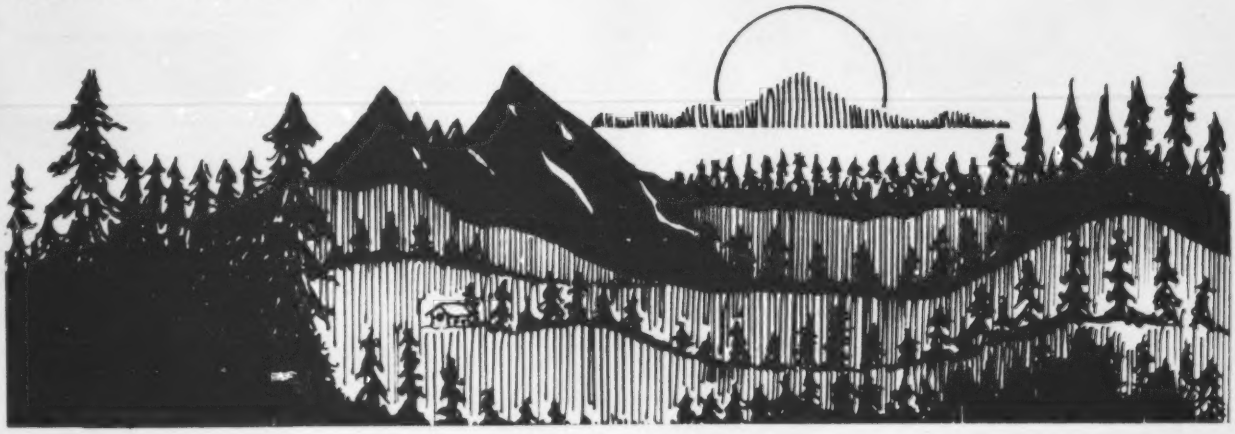

## PROGRAM INFORMATION

**TEL. 2538 -755**

**APO 09029**

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# OUTDOOR EDUCATION AT THE HINTERBRAND LODGE

## INTRODUCTION

Outdoor Education at the Hinterbrand Lodge operates under the following definition:

> "Outdoor Education is the search for the boundaries of the physical, intellectual, emotional and social self, by extending the walls of the classroom to confront the challenge and embrace the beauty of nature."

Providing the means for engaging in this search is our major goal; Experiential Education is our primary vehicle for reaching this goal.

Some overriding premises accompanying the experiential philosophy are that:

- The student is allowed to solve (or not solve) the problems encountered
- The students are responsible for their actions when faced with a challenge
- The student makes and lives with individual decisions and with those of the group

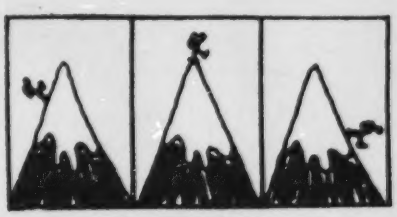
Because we direct our efforts toward providing unique experiences rather than specific "content", we are able to modify and/or mold our outdoor program to fit almost any educator's objectives for bringing a group to the Hinterbrand Lodge.

This pamphlet includes much information, not all of which will necessarily be applicable to the program you are planning. We suggest, however, that you study the entire pamphlet in that you may find something you can use, or you may gain additional insight as to the type of program best pursued here at the Hinterbrand.

It is important here to remember the distinction between an "O.E." week and an "S.O.E.P." Since the Hinterbrand Staff is available during O.E. programs, it is possible to select activities from any of the available catagories with weather being the main limitation. S.O.E.P. weeks, on the other hand, are limited in possible activities. An S.O.E.P. must be a "low risk" program which does not require a full staff to assume primary responsibility, since only one staff member will be accompanying the group away from the lodge each day. "High risk" mountaineering activities will not be included. Sponsors of S.O.E.P. weeks must consult with the staff at the lodge to determine which activities can be engaged in safely. Sponsors are encouraged to incorporate the basic O.E. philosophy into their S.O.E.P. program.

## PROGRAM OVERVIEW

We offer here an outdoor activities program with the basic objectives of building self-confidence, compassion, a sense of responsibility, awareness of self & others, overall perception, and a basic knowledge and understanding of a person's relationship with and responsibility to nature.



To realize these objectives we use various activities which can be grouped into four categories:

1. Initiative Tests - Brief, intense problem-solving exercises aimed at the rapid formation of a sense of group cohesiveness and designed to allow all participants a chance to experience a feeling of success.

2. Sensory Awareness - Exercises designed to expand one's use of the five senses through immersion in the natural environment.

3. Skills - Training aimed at preparing the student for safer, more complete and more extended operations in the natural environment than he or she was previously capable of. While some skills (such as cross-country skiing) obviously become ends in themselves, it must be emphasized that for any purposes, these skills are developed primarily as the means for exposing the participant to the beauty and challenge of nature.

4. Integrated Activities - Longer periods of personal involvement which includes the application of multiple skills and exhibits an overall complexity which approximates that of life itself. An example might be a challenging day-long hike to a local summit for which the students choose the goal, the route, and are responsible for the safe, timely execution of the plan.

We might draw upon activities from any or all of the above categories, depending on the goals of a particular group and the type of program desired. Furthermore, at the discretion of the sponsor, some of those activities not engaged in during the day program could probably be worked in at night.

It is important to bear in mind that while daytime and nighttime activities at the lodge are interrelated, there are some distinctions between them, the main one being that while Hinterbrand staff members are on call 24 hours per day, our formal participation and leadership ends when we bring the groups back to the Lodge at the end of the day's activities. In other words, evening activities are the sole responsibility of you, the sponsor. Young people left to their own devices in an enclosed space like the Lodge can create havoc, so it is vital that you carefully plan to keep the students occupied between dinner and bed-time. This time can be used very effectively for activities relating to your goals for the group, but here, pre-planning is essential. Later in the pamphlet we have some suggestions that you may find helpful.

SPECIAL NOTES

Following is a list of special considerations if you plan to bring a group to the **Lodge. Please read carefully!**

1. The maximum number of people to bring is not to exceed 30. This includes adults and students combined. Under no circumstances should the total of students and chaperones be greater than 30. This number is based on fire regulations, the number of available beds and various safety considerations relating to the nature of the outdoor program.

2. Unless a special program is arranged specifically for returning students, we strongly request that the group not include any students who have been here before. (This does not include older students, for example, high school students accompanying a 6th grade class, who may be acting as resource people or chaperones.) The reason for this is that several aspects of the program involve spontaneous group problem-solving situations. A student with prior knowledge of the problems and possible solutions not only doesn't benefit himself, but can deprive others of the chance to test their initiative.

3. The in-house day-to-day management of the Lodge is complex enough to require that at least one of the sponsors of any group have prior knowledge of Lodge operations, hence we require that at least one sponsor has previously attended an OE Week, Project Bold or a Teacher Weekend.

4. Adult (sponsor) participation is a vital aspect of the OE part of the week. While it is requested that the adults participate in the outdoor portions of the program, it is also requested that they do so on an authority-limited basis. The program is set up to offer a unique opportunity for student decision-making and, while adults are physically needed to be a part, it is essential, if the students are to profit from the experience, that they be allowed to make their own decisions, within the limits of safety, of course.

5. Bearing in mind our definition of Outdoor Education (see page one), it can be seen that a week of OE is not designed to be even thought of as Outdoor Recreation. Generally speaking, any recreation (in the traditional sense of the word) is to be incorporated into the evening program. It usually turns out, however, that experiencing OE activities such as rock climbing, snowshoeing,and cross-country skiing, although very challenging initially, often develop into lifetime sources of recreation.

6. The twenty-four hour nature of the program provides a unique experience to allow students the responsibility of mature behavior. To offset the "rough and tumble" nature of the day time program it is suggested that the evening meal be considered as a time to get away from the cafeteria or snack bar atmosphere and en-

courage a civilized experience. Table cloths are available for evening meals and participants are encouraged to dress appropriately for dinner and to use good table manners.

7. A hike to the Stahl Haus, an evening meal and an overnight is a worthwhile experience and can be included in the weekly activities if planned in advance.

This experience would involve additional cost as well as one less evening meal at the Lodge. The custom is that if an overnight is planned at the Hutte an evening meal must be purchased there. Since the Hutte keeper makes a profit only on the food and drinks served, not on the overnight accomodations, this is the only way we can remain on good terms and continue to be welcomed at the Stahl Haus with our large groups.

Cost of overnight - DM 3.50
Least expensive meal - DM 6.00
Ski Wasser - DM 1.80

In keeping with the basic philosophy of our program, souvenirs should not be purchased at the Hutte.

8. Long distance hiking takes place in variable weather conditions. Advance precautions should be taken to avoid the effects of excessive cold, unnecessary accidents and general discomfort. The possibility of long distance hiking while at the Lodge is determined by the type of clothing and footwear brought by each member of the group. Following is a list of minimum items required for long distance hiking while at the Lodge:

WINTER:

Reliable, sturdy boots with good grip soles and ankle support (no smooth soles)
Sweater, hat, mittens or gloves (preferably wool)
Wool socks
Warm jacket
Long underwear or warm leotards

SPRING OR FALL:

Boots (same as above)
Wool sweater and hat
Wool socks
Rain gear and jacket

9. Due to the small size of the Berchtesgaden commissary, it is not advisable to purchase food after arrival. The shelves are stocked for local shoppers and buying for 30 people on short notice causes considerable problems for the commissary staff. Items are limited at best and food pick-up is extremely inconvenient due to the commissary hours of operation and distance from there to the Lodge.

10. We have a standing problem at the Lodge regarding the availability of an emergency vehicle through the Motor Pool. In as much as an emergency vehicle is imperative to the safe operation of your program, we recommend that you plan, if at all possible, to have someone in your group (chaperone) drive to the lodge for the purpose of having a vehicle available throughout the week. This is also an an advantageous way to transport food for your group to the Lodge.

## GRADUATE CREDIT AVAILABLE

After looking over this Program Information pamphlet you will begin to appreciate the scope of the planning and preparation that must be completed to assure a successful program.

It is now possible to earn graduate credit through La Verne College for the learning that will take place before, during and after your program. As many as 3 credits can be earned, depending on the depth to which you wish to pursue Outdoor Education academically. Additional information is available after duty hours by calling the Hinterbrand Lodge.

## O.E. WEEK RESPONSIBILITIES

### 1. HINTERBRAND STAFF

-Plan daily activities in conjunction with group sponsor
-Provide leadership during daily outdoor activities
-Schedule use of the Hinterbrand Lodge
-Coordinate resource people
-Handle Lodge logistics
-Be on call 24 hours per day, but generally 8-5

### 2. Sponsors

Before Arrival

-Determine specific goals and objectives for your group; send a copy to Lodge
-Devise an outline of specific desired daytime activities
-Design an evaluation instrument to see if your goals are met by the end of week
-Make specific, detailed plans for evening activities
-Arrange for transportation to and from the Lodge
-Apprise students and chaperones of no smoking/drinking rule

-Prepare students:
  - -discuss and explain program
  - -discuss clothing
  - -plan menu
  - -purchase food
  - -plan money-making activities, if needed
  - -organize groups into cooking & clean-up crews
  - -remind group not to bring cards, radios or recorders (unless needed for the program)
  - -start journals
-Prepare parents
  - -discuss the nature and goals of the program
  - -discuss cost and the need for adequate clothing
-Identify parents who can give lectures in areas of expertise
-Arrange for 1 chaperone per 5 or 6 students, i.e. parents,teachers, admin.,specialists
-Arrange to bring any special supplies not provided by the Lodge
-Assign rooms, keep boys & girls on separate floors, if possible
-Screen participants beforehand to eliminate:
  - -medical disabilities that would preclude participation
  - -students who have been to the Hinterbrand Lodge before

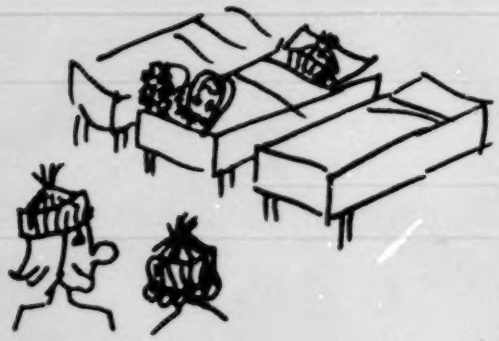
At the Lodge

-Participate in all activities whenever possible
-Advise and supervise chaperones
-Discretely and subtly supervise cooking and clean-up crews
-Insure that student rooms remain reasonably tidy throughout the week
-Conduct the evening program
-Supervise and inspect last-day clean-up
-Administer evaluation

After Leaving

-provide follow-up activities

## 3. ASSISTANTS (CHAPERONES)



-Supervise a specific group of participants (in house and evening activities, primarily)
-Participate in all activities, if possible
-Assist sponsor, i.e., during meals, room clean up, evening program, bedtime, etc. (24 hr. job)
-Comply with spirit of OE by refraining from tobacco and alcohol
-Provide help, guidance and counseling when needed and appropriate, but without "taking over"

## 4. PARTICIPANTS

Before arrival

-Work with sponsor to develop goals and objectives
-Help plan activities for trip
-Begin physical conditioning (Goals: 5 chin ups & push ups, 20 sit ups, be able to run or jog 1 mile)
-Begin projects for preparation, discussion or follow up (i.e., mountain formation)
-Divide into 3 task groups which will work together at the Lodge (i.e. clean-up, etc.)
-Begin journal. Record preparation activities
-Collect necessary clothing
-Study nutrition and plan menus
-Distribute jobs of shopping and food organizing
-Prepare master chart of menu
-Prepare master chart of cooking & clean-up duties
-Make list and discuss potential problems that will need constant attention at the Lodge: manners, room neatness, noise, general cooperation and courtesy
-Learn
    -knots: square, overhand, bowline, swiss seat
    -Basic parts of compass. What are bearing & pace? Work with sponsor
    -Spelling & meaning of terms used at Lodge (coniferous, deciduous, glaciation, ecology, producer, consumer, decomposer, etc.)
    -Basic measurements & conversions (km/mile, cups/quart, etc.)
    -Basic types of rock: igneous, metamorphic, sedimentary
    -Basic fossils

-Basic map skills: visual orientation, use of legend, meaning of contour lines
-Basic constellations of area
Identification of animals, birds, trees, flowers that might be seen
-Know basic multiplication and division (for compass course, meal preparation)
-Discuss and understand kitchen safety
-Select group recorder of sounds (Cassette)
-Select group photographer
Select reporters of animals of area-birds, insects, weather, cost of trip, feelings and emotions encountered
Construct weather station, bring to Lodge
Learn outdoor and/or hiking songs

At the Lodge

-Prepare meals and clean up afterward
Participate enthusiastically in all activities
-Take care of the building
-Keep rooms tidy
Be considerate of others
At least try everything
Cooperate cheerfully with sponsors and staff

SAFETY AND FIRST AID

Safety and knowledge of first aid techniques are primary considerations for any outdoor activity. Each member of the Hinterbrand staff is certified by the American Red Cross. The activities that we undertake, for growth purposes, laden with apparent risk, are in actual fact backed by numerous safety considerations.

There are two major variables that are impossible and difficult for us to control-weather and the fitness of each child. These two variables can combine to cause an outdoor program's greatest problem: hypothermia (exposure)

Hypothermia - the condition resulting from the severe lowering of the body's core temperature to the point where the body can no longer maintain its own heat. This is due to moisture, wind and air temperature as well as poorly nourished, over-tired, underclothed bodies. Hypothermia is easily prevented through safe planning. You, as a sponsor, must insure proper balanced meals and proper clothing. Each child must bring windproof, waterproof, warm clothing.

The two principles that you as a sponsor can use to judge safe dress are layering and wool. Layering, the wearing of several thinner articles of clothing rather than one heavier article, traps air which the body can then warm easily and also allows for temperature maintenance by removing one article at a time. There should be a windproof and a waterproof outer layer. Wool has the ability that no other natural product has of maintaining warmth when wet. There have recently been a variety of synthetic pile garments put on the market that will do as well but second hand wool clothing is much cheaper and more easily accessible in military communities.

Standard First Aid Certification - If you, as a sponsor, wish to bring an entire group to the Lodge for the purpose of certifying them in American Red Cross StandardsFirst Aid, you have that option. You must first, however, contact the Lodge and arrange specifically for such a program.

POSSIBLE DAILY SCHEDULE (FALL & SPRING)

**DAY 1**

| | |
|---|---|
| 0800-1200 | Travel to Hinterbrand (eat lunch on the way) |
| 1200-1300 | Get room assignments and dress for Outside Activities |
| 1300-1700 | Outside Activity Choices: Wild Walk<br>Initiatives<br>Hike<br>Area Orientation |
| 1700-1720 | Orientation (House Rules) |
| 1720-1830 | Meal preparation & quiet time |
| 1830-1900 | Meal |
| 1900-1930 | Clean Up/Quiet Time (Possibly check out equipment) |
| 1930- | Evening Program (bus project, processing, songs, art, first impressions |

**DAY 2**

| | |
|---|---|
| 0700-0800 | Wake-up, exercises, run & dip |
| 0800-0830 | Meal preparation & morning chores |
| 0830-0930 | Breakfast & clean-up |
| 0930-0945 | Get ready & meet downstairs for daily activities |
| 0945-1700 | List of possible activities for the duration of the week:<br>Initiatives (half day)<br>Map & Compass (half day)<br>Rappel (half day)<br>All Day Hike<br>Jenner<br>Kehlstein<br>Gotzenalm<br>Konigssee & Boat Ride to St. Bartholoma<br>Cost: student DM 3.80, adult DM 7.50<br>Stahl Haus (optional overnight)<br>Cost: overnight-DM 3.50<br>least expensive meal-DM 6.00<br>drink-DM 1.80<br>First Aid & Rescue<br>Ropes Course (half day)<br>Salt Mines (half day) Cost: student $3.00, adults $4.00 |
| 1700- | (similar to day 1) |

**DAY 3**

| | |
|---|---|
| 0700- | (same as day 2) |

**DAY 4**

| | |
|---|---|
| 0700- | (same as previous day)<br>Equipment check in some time during the evening |

**DAY 5**

| | |
|---|---|
| 0700-0800 | (same as previous day) |
| 0800- | Meal preparation, meal, lodge clean up duties & departure |

POSSIBLE DAILY SCHEDULE (WINTER)

**DAY 1**

| | |
|---|---|
| 0800-1200 | Travel to Hinterbrand (eat lunch on the way) |
| 1200-1300 | Get room assignments and dress for outside activities |
| 1300-1700 | Outside Activity Choices: Initiatives<br>Hike<br>Area Orientation |
| 1700-1720 | Orientation (House Rules) |
| 1720-1830 | Meal preparation & quiet time |
| 1830-1900 | Meal |
| 1900-1930 | Clean Up/Quiet time (Possibly check out equipment) |
| 1930- | Evening Program (bus project, processing, songs, art, 1st impressions) |

**DAY 2**

0700-0800 Wake-up, exercises, Run (Dip, depending on weather conditions)
0800-0830 Meal preparation and morning chores
0830-0930 Breakfast & Clean Up
0930-0945 Get ready & meet downstairs for daily activities
0945-1700 List of Possible for the duration of the week:

- Initiatives (half day)
- Map & Compass (half day)
- Rappel (half day)
- Snow Shoeing (full day)
- X-Country Skiing (full day)
- Rodeling - Cost of rental from Sky Top: $1.00 each
- Konigssee Rodelbahn (half day) Cost: DM 3.50 each
- Build Snow Caves (half day) possibly sleep in them overnight
- All Day Hikes: (with or without snowshes, depending on conditions)
  - Jenner
  - Kehlstein
  - Gotzenalm
  - Konigssee & boat ride to St. Bartholoma
    - Cost: student-DM 3.80, Adult-DM 7.50
  - Stahl Haus (optional overnight)
    - Cost: overnight-DM 3.50
      least expensive meal-DM 6.00
      drink- DM 1.80
- First Aid & Rescue
- Snow Sculpturing (half day)
- Ropes Course (half day)
- Salt Mines (half day) Cost: $3.00-student, $4.00-adult

1700- (similar to day 1)

**DAY 3**

0700- (same as day 2)

**DAY 4**

0700- (same as previous day)

**DAY 5**

0700-0800 (Same as previous day)
0800- Meal preparation, meal, lodge clean up duties & departure

To help you organize your preparations, below is a suggested schedule to follow if time permits.

May of School Year before Program

1. Apply for program at Lodge: AW, TW, SOEP, OE
2. Decide on goals, objectives, feasibility
3. Receive notidication of dates of program

3 Months before Course

1. Begin student selection
2. Arrange for transportation
3. Initiate money-making programs

6 Weeks before Course

1. Have an information meeting with all participants
2. Set deadlines for money, medicals, parent permission, clothing items

4 Weeks before Course

1. Begin classroom preparation with cork lists and projects
2. Plan menu and coordinate student shopping for food
3. Arrange for Chaperones

3 Weeks before Course

1. Divide into primary task groups
2. Have shakedown of clothing list items, especially shoes and rain gear
3. Begin fitness program with group

2 Weeks before Course

1. Decide with group what they expect to experience at the Hinterbrand
2. Devise a tentative schedule of activities; flexibility is a must
3. Prepare charts of group tasks, menu, typed lists of names, etc.
4. Contact Hinterbrand by phone (2538 - 755) to confirm arrival and departure times, dates, and connecting arrangements

1 Week before Course

1. Meet with Chaperones and discuss philosophy and duties
2. Concentrate on Projects
3. Confirm transportation

Just before leaving for the Lodge

-Purchase food
-Double check: clothing , medical forms, money, dog tags or ID cards

1 Week after Course

-Hand out certificates
-Sound and light show for parents
-Follow-up Projects

## SWISS SEAT

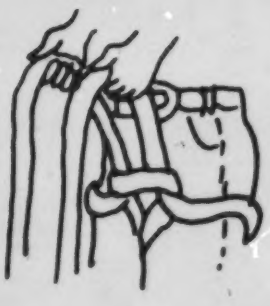
If you should plan on doing the ropes course and/or the rappell it will save time if your students and accompanying staff know the "Swiss Seat" and the essential knots. This is a good item to practice before the trip or on the train.

place sling so one end is 12-14" longer....

reach through legs & pull sling forward.....

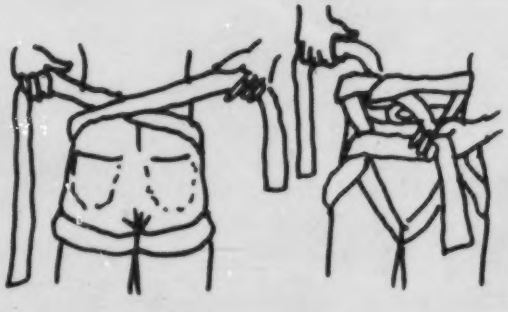
make a loop in the part pulled through

pull free ends through loop..



hold free ends, pull tight.....

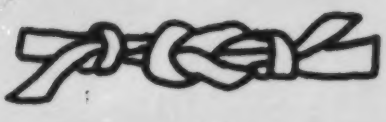
continue pulling tight while you wrap sling around waist.....



tie off at side with square knot

lock square knot off by two overhand knots.....

It is essential that the sling is tied with a square knot & two locking knots as below



SPECIFIC ACTIVITIES

1. Initiative Tests and Processing; 1/2 to 1 day total
   - -Wall
   - -Beam
   - -Electric Fence
   - -Four Poster
   - -Life Raft
   - -Gorge

NOTE: Obviously some of these activities are limited to particular seasons or weather conditions

2. Sensory Awareness Activities
   - -snow sculpturing
   - -run & dip exercises
   - -Solo (mini)
   - -Scavanger Hunt
   - -Tree Identification
   - -Animal Tracking
   - -Visit to Deer Feeding Station (Winter)
   - -Bird Watching and Studying
   - -Plant and Flower Identification
   - -Geology and Glaciology of Area
   - -Map Making
   - -Area Wildlife
   - -Astronomy

3. Skills
   - -Rock Climbing - full day
   - -Ropes Course - 1/2 day
   - -First Aid and Rescue Techniques
   - -Rappelling
   - -Map & Compass; Orienteering
   - -Knot Tying
   - -Cross Country Skiing
   - -Snowshoeing

4. Integrated Activities
   - -Hikes - 1/2 day (B'Gaden to Hinterbrand, Brandkopf, Koenigsbachalm
   - -Trecks and Peak Ascents - full day (or longer with overnight) - (Jenner, Alpeltal, Kehlstein, Gotsenalm, Schneibstein)

   In addition to the above, some other possibilities include: (If prices are in DM you must bring enough DM with you if you plan on any of the following)
   - -Salt Mines (students-$3, adults-$4.50)
   - -Bobsled Run (DM 3,50)
   - -Boatride from Koenigssee to St. Bartholomä (students-DM 3.80, adults-DM 7.50)
   - -Jennerbahn (Koenigssee to Middle Station: students-DM 4.00 for a group of 15, singles over 14-DM 7.50, under 14-DM 5.00, Middle Station to Peak: students-DM 4.00 for a group of 15, singles over 14-DM 7.50, under 14-DM 5.00)

5. Fine Arts Activities (Depends on your resource people)
   - -Folk Songs, Ecology Songs
   - -Tape sounds of Area
   - -Mural Making
   - -Art Activity
   - -Rhythm and Drama Activities

NOTE: Past experience has shown that meal preparation and clean-up proceed most efficiently if the group is divided into 3 work crews. When a crew is assigned to a meal, it can then be sub-divided into a cooking team and a cleanup team and supervised by chaperones.

Experience has also shown that it is best if the Sponsor not be assigned to one of the crews, but only the chaperones, freeing the sponsor for consultations with the staff.

SAMPLE MENU FOR 30

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| BREAKFAST | | Oatmeal<br>Toast (2-3 Loaves)<br>Milk (3-4 Gals)<br>Soft Boiled eggs (1-2/person)<br>Orange juice<br>Peanut Butter<br>Honey<br>Butter | French Toast<br>Milk<br>Fruit<br>Syrup<br>Butter | Scrambled Eggs<br>Sausage<br>Toast<br>Milk<br>Orange Juice<br>Peanut Butter<br>Honey<br>Butter | (Easy, non-mess meal)<br>Cold Cereal<br>Milk<br>Toast<br>Orange Juice<br>Peanut Butter<br>Butter |
| LUNCH | Sack Lunch on Bus | Hard Bread<br>Cheese<br>Fruit<br>Cookies | Peanut Butter & Jelly Sandwiches (prepared in AM)<br>Cookies | Inside?<br>Hot Dogs<br>Soup<br>Jello | Sack Lunch for Bus |
| DINNER | Chili (Pre-prepared)<br>Crackers<br>Salad<br>Dessert<br>Drink (Kool Aid) | Tuna Casserole<br>Salad<br>Fruit<br>Dessert<br>Drink | Mexican Casserole<br>Salad<br>Bread<br>Dessert<br>Drink | Chicken<br>Potatoes (instant)<br>Gravy<br>Vegetable<br>Dessert<br>Drink | |

## IDEAS FOR MENU PLANNING

In an effort to cut down on food waste the following is included for your convenience. Portions are based on 10 people so they must be adjusted according to the size of your group. Hopefully, these suggestions will provide you with a good variety of menu choices from which to select for your week at the Hinterbrand. The recipes are limited to basic ingrediants. The spices, etc. can be decided in pre-planning sessions.

### BREAKFAST

**SAUSAGE**

3 link sper person
3 X Brown & Serve 8 oz.
2 X Jones Little 16 oz.

**BACON**

1 lb. (20 slices)

2 slices per person

**SCRAMBLED EGGS**

20 eggs+ milk or water

**FRENCH TOAST**

3 slices each
1 loaf white bread (pullman)
2 1/2 cups milk
10 eggs
1 T. cinnamon
20 oz. syrup
1/2 lb. butter

**PANCAKES**

4 to 6 each
32 oz. box pancake mix
6 eggs
4 1/2 cups milk
3/8 cup shortening
20 oz. syrup
1/3 lb. butter

**FRIED EGGS**

2 each
20 eggs

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### VEGETABLES

**SALAD**

2 lb. lettuce
1 lb. tomatoes
1/3 lb. onions
1/3 lb. carrots
1/3 lb. cucumbers
1/3 lb. celery

**SPINACH**

#3 and #1 can of Spinach
1/3 lb. cheddar cheese
1/8 lb. bacon

**GREEN BEANS**

#1 and #2 cans green beans
2 cans cream of mushroom soup
1 - 2 cups nuts

**CORN CREOLE**

1 1/2 chopped green pep.
1 large onion
1/3 cup butter or marger.
1 #2 can tomatoes, drain
1 can corn #1

**SUCCOTASH**

2 cans corn #1
2 #1 cans lima beans
4 T. butter or marg.

**RICE**

3 cups 40 min. rice
1 14 oz. pkg. min. rice

(40 min. by far the best)

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## MAIN COURSES

### HAMBURGER STEW

2 lb. hamburger
3-4 cups stewed tomatoes
2 onions
1/3 lb. celery
1/3 lb. carrots
5 cups macaroni

### EASY STEW

1 lb. stew meat
2 potatoes
2 onions
1/3 lb. carrots
1/3 bunch celery
1 cup lintels

### BEEF GOULASH

5 lb. stew meat
2 onions
1/2 cup butter
2 cups stock or tom. juice
2 green peppers

### QUICKY CARBONARA

1/2 lb. bacon
1/2 cup olive oil
1/2 cup butter or marg.
2 cups julienne strips ham
1 pkg spaghetti cook-drain
5 eggs, beaten
1/2 cup ripe olives

### MEAT LOAF

2 1/4 lb ground beef
2 egg yolks
2 T. soft butter or marg.
2 1/4 T. bread crumbs
1 pkg. onion soup mix
4 T. ketchup

### BEEF STROGANOFF

4 lb. flank steak
6 T. butter or marg.
2 T. grated onion
2 lb. sliced mushrooms
1/2 cup sweet cream
6 cups flat noodles

### SLOPPY JOES

2 pkg. French's Sloppy Joe Mix
2 lb. ground beef
2 6 oz. cans tomato paste
2 1/2 cups water
10 hamburger buns

### CHILI

3 T. butter or marg.
1 lg. onion
2 lb. ground beef
1 #1 can tomatoes
1 #1 can pinto beans
1 #1 can kidney beans
2 pkg. Chili mix
or
2 T. chili powder

### BAKED BEANS

2 #2 cans beans
1/2 cup br. sugar
1/2 lb. bacon

### CHICKEN

4 lb. frozen parts

### TACOS

2 1/2 lb. hamburger
1 1/2 lb. cheddar cheese
1 lb. lettuce
1/2 lb. onions
1 lb. tomatoes
3 cans taco sauce

### EASY LASAGNE

2 lb..ground beef
3 1/2 cloves garlic
1 1/4 cans tom. paste 6 oz.
2 #2 cans tomatoes
1 8oz. pk. boiled lasagne
2 cups swiss cheese+2 cart.cot. cheese (crumbs for top)

### TUNA CASSEROLE

5 C. boiled egg noodles
18 oz. tuna fish
2 cans mushroom soup
1 C. chopped parsley
2 cans #1 peas drained

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## DESSERTS

### JELLO

2 1/2 pkg. jello
Variations: canned fruit
cottage cheese
fruit coctail

### TAPIOCA

3/8 cup minute tapioca
1/2 cup sugar
1/4 t. salt
5 1/2 cups milk

### 3 RICE PUDDING

3 cups cooked rice
2 2/3 cup milk
2/3 cup brown sugar
4 eggs

### FRUIT COCKTAIL

1/2 #10 can fruit cocktail
Variations: coconut & nuts

### PUDDING

2 1/2 pkg. pudding

### ICE CREAM

1/2 gallon

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## MEASUREMENTS & QUANTITIES

### LIQUID MEASURES

3 t.=1 T.
4 T.=1/4 C.
5 1/3 T.=1/3 C.
8 T.=1/2 C.
16 T.=1 C.

2 T,=1 oz.
1C=1/2 pints or 8 oz.
2 C.=1 pints
4 C.=1 quart
4 quarts=1 gallon

### DRY MEASURES

1 pint=1/2 quart
1 quart=2 pints
1 peck=8 quarts
1 bushel=32 quarts
1 liter=.91 quarts

### BREAD & BUTTER

1 stick butter=8 T
1/2 lb. butter=1 C
1 standard loaf bread=18 slices
1 pullman loaf bread=32 slices
1 linseed cracked wheat loaf=20 slices

### SIZE OF CANS

8 oz.=1 C
Picnic=1 1/4 C or 10 oz.
12 oz. vacuum=1 1/2 C or 12 oz.
No. 1=2 C or 16 oz.
No. 2=2 1/2 C or 20 oz.
No. 300=1 3/4 C or 16 oz.
No. 303=2 C or 17 oz.
No. 2 1/2=3 1/2 C or 29 oz.
No. 3=5 3/4 C or 46 oz.
No. 10=13 C or 6 lb. 10 oz.

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## SPECIFIC FOOD RECOMMENDATIONS

1. Plan for each student to have more than one helping - remember, they are useing more energy than usual so require more food.

2. Bread should be available for all meals (a good substitute when the food is gone and people are still hungry).

3. DO NOT THROW FOOD OUT. Use left overs during the week if possible. Remember, a group comes in the following week so don't throw any left over food out as they can use it.

4. Grilled foods are good because of facilities.

5. Bring some milk. Even if you plan to use powdered milk it's best to mix some whole milk with it.

6. Participants enjoy having hot chocolate and tea available, some even prefer coffee.

7. Apple juice or other canned fruit juices help to spice up kool-aid.

8. Peeling potatoes is very time consuming, best to use instant potatoes.

9. Bring onions for seasoning.

10. Bring candy or gorp (mixture of M & M's, nuts and raisins) for quick energy during strenuous daily activities.

11. Bring liquid bleach (clorox or purex) for dishwashing purposes.

12. If you plan to use field Bleuet stoves bring one fuel cartridge per three people in you group. (24 people-8 cartridges, 30 people-10 cart.) e.g. cost: DM2-3

## ENVIRONMENTAL CONSIDERATIONS

In that we consider environmental sensitivity to be of primary importance, we encourage you to foster environmental concers in your trip planning.

1. Why bring baggies when you can save resources and money. Bread bags hold ten sandwiches and can be re-used.

2. If you decide paper lunch bags are necessary you might have each student bring his/her own bag or buy one per student to be re-used throughout the week.

3. Assign each student the task of making his/her own cloth napkin which will be used during each meal while at the lodge. Stress the ecology factor.

4. Consider buying items of minimal packaging.

5. Use pullman loaves of bread. For nutritional purposes try other than white bread.

6. Challenge the class to come up with environmentally sound ideas they can use right away. A good way to encourage environmental sensitivity.

## EQUIPMENT AND CLOTHING REQUIREMENTS

No new clothing is necessary for the Outdoor Experience. Old, warm play clothes are the best. Mark name on everything!

### WOOL

The fibrous nature of natural wool is such that it allows a garment made of it to conserve your body heat even when wet. Thus, a wool shirt or sweater under a nylon jacket serves to keep one warm, dry and out of the wind. This combination (wool and nylon) is the mountaineer's uniform. Therefore, we strongly suggest that participants bring wool items. (Check Thrift Shops, etc.)

### IMPORTANT

We spend most of the day outside and in all kinds of weather - rain and snow specifically. Sturdy boots,or shoes with waterproof overshoes are essential. The trails are rocky and muddy and "school" or "dancing shoes" just won't do.

### WHAT-TO-BRING CHECKLIST (Designed for 5 days)

_____3 woolen sweaters/shirts
_____3 pair long pants - wool best (one might be wool hiking knickers)
_____1 pair long underwear or leotards (wool), especially if pants aren't wool
_____6 pair of woolen socks
_____1 warm hat (wool stocking cap good)
_____1 warm, but light coat (waist length)
_____1 nylon windbreaker
_____1 waterproof raincoat (a poncho dangerous in the mountains)
_____2 pair warm gloves or mittens - wool
_____1 swim suit, even in winter (for women: 2-piece is better than one-piece)
_____1 pair sneakers (they will get wet and/or muddy)
_____5 T-shirts
_____5 pair underclothes
_____1 toilet kit (soap, toothpaste and brush, comb and brush, etc.)
_____1 duffel bag or rucksack (in which to carry everything)
_____1 camera (optional) (they can get rough treatment, so be forewarned)
_____1 pair sunglasses
_____1 tin shoepolish (for waterproofing boots)

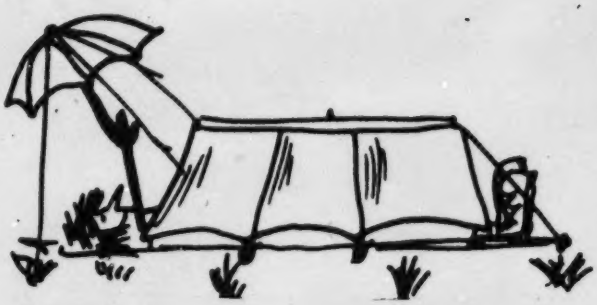
### THINGS TO LEAVE BEHIND

-Cassette players (unless used for program purposes)
-Radios
-T.V.'s
-Playing cards
-Anything else that distracts from our isolated mountain setting

THE OUTDOOR EDUCATION FACILITY

1. Audio-Visual Equipment
   8mm Camera (Super 8 - bring your own film)
   8mm Projector
   16mm Projector
   Film Screen
   Overhead Projector
   Record Player
   Kodak Carousel Slide Projector
   Carousel Slide trays
   Film Strip Projector
   Small collection of Film Strips and Films
   Polaroid Film 107 (B/W - bring your own camera)

2. Kitchen Equipment
   Large pots, pans, utensils
   Large grill
   Large barbecue grill
   Kitchen range with oven
   2 (4 slice) toasters
   2 pitchers
   Small assortment of cutting knives
   Plates, bowls, silverware
   glasses and cups



3. Books
   World Atlas
   The Book of Popular Science (one set of 10 volumes)
   Our Wonderful World (one set of 18 volumes)
   Compton's Dictionary of Natural Science (set of 2 volumes)
   Assortment of Environmental Books
   Set of Basic First Aid Texts
   Miscellaneous Magazines

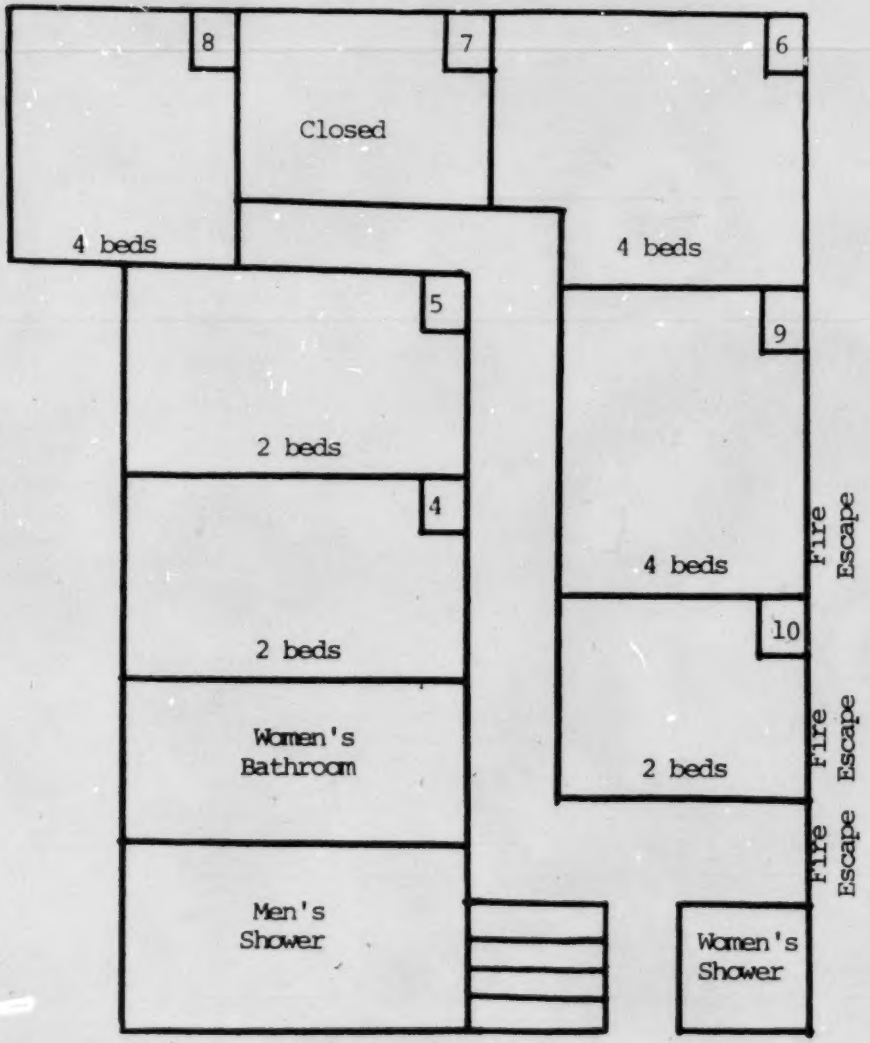
4. Games
   Various Environmental games, dominoes, jigsaw puzzles

5. Art Materials
   Small quantity of paper,paints, glue, scissors, etc. (Best bring your own)

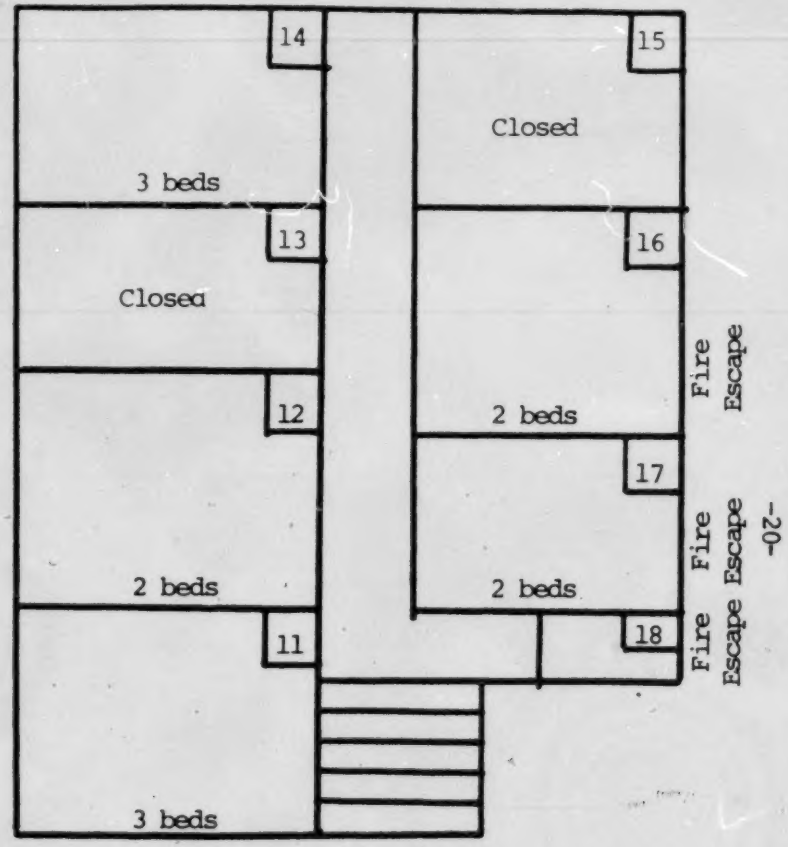
6. Outdoor Equipment
   Packs
   Canteens & Cups
   Stoves
   Snowshoes
   Gaiters
   X-Country Skis
   Helmets, Slings, Carabiners
   Ropes
   Compasses

HINTERBRAND LODGE FLOOR PLAN

Second Floor 18 Beds




Third Floor 12 Beds




NOTES: To the extent possible in student groups, males and females should be assigned to separate floors.

Showers in Women's Bathroom are out of order and cannot be used. Women must use only their designated shower room.

All persons residing in the Lodge must know the location of all fire escapes.

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## PARENT PERMISSION

I, parent/guardian of _____
give my permission for my son/daughter to participate in the Outdoor Education program at the Hinterbrand Outdoor Education Center. In an emergency, I hereby give my permission to the licensed physician at Berchtesgaden Health Clinic to hospitalize, secure proper treatment, anesthesia, or surgery, for my child named on this form.

_____ _____
DATE SIGNATURE OF PARENT/GUARDIAN

## MEDICAL INFORMATION CONCERNING PARTICIPANT.

1. Underline diseases participant has had: measles, mumps, whooping cough, chicken pox, scarlet fever, rheumatic fever, meningitis, infantile paralysis, bronchitis, pneumonia, tonsilitis.

2. Has he/she any physical disability? If so, what? _____

_____

3. Does she/he have any allergies? If so, what? _____

_____

4. Does he/she take medicine? If so, what? _____

_____
All medicine must be given to staff - please label.
Is he/she under doctor's care now? _____

5. May we give him/her aspirin for headache or minor discomfort? Yes No

6. When did he/she have the last tetanus shot? _____

7. Does she/he wet the bed at night, walk in his/her sleep? _____

8. Please list any recommendations or suggestions which you think might help the participant while attending the Outdoor Program.

## EMERGENCY INFORMATION

### Sponsor's Location in Case of Emergency

Sponsor's Name & Rank _____

Sponsor's Social Security Number _____

Sponsor's Home Address _____

Sponsor's Work Address _____

Sponsor's Duty Phone _____ Home Phone _____

In case of emergency, who may be contacted if sponsor cannot be reached:

Name _____

Address _____

Phone _____

## STUDENT AND PARENT INFORMATION

The Hinterbrand Outdoor Education Center offers a unique experience. There are likely to be situations arise that you never have had to deal with before, but which we, as sponsors, feel are beneficial as learning and growing experiences.

You may, on occasion, be asked to sacrifice personal comfort for group accomplishments, selfish goals for group objectives, personal satisfaction for group achievement. You may be asked to share your successes with others who didn't do so well or think they didn't.

We work hard, as worthwhile objectives usually are not easy to accomplish. We do have fun, however, a lot of it. Working and achieving individual and group objectives with a spirit of freedom, brotherhood and responsibility usually allows happiness, satisfaction, and compassion to permeate the atmosphere.

We therefore ask each student to sign the following pledge:

### STUDENT PLEDGE

I shall try sincerely to treat my companions with respect and consideration, to forego the use of tobacco, alcohol, and other depressants or stimulants for the duration of the course, and to abide by the rules and regulations established by the Hinterbrand Staff.

_____ _____

Date Signature of Participant

## GROUP PROBLEMS

The remainder of this handbook is dedicated to activities which you may find useful during your pre-trip preparation or evening programs at the Lodge. Some are appropriate for bus or trail projects.

## "PLUNGE ON"

1. Your group for some reason is by far the best group. How do you handle this so that the other groups will not feel bad because you are so good?

2. Your group is out by themselves and a member breaks his leg. What will you do?

3. You are out in the forest and you get lost. What will you do?

4. In your group, one of the kids is always getting in trouble. What will you do to help that person to be better.

5. One of the members of your group gets homesick. What will you do to help that person feel better?

6. Your group has been hiking in the desert. One member shows signs of heat exhaustion. What will you do?

7. Your group is on an all day hike. One member eats his entire lunch on the trail. When lunch time arrives he's hungry but has no food. What will you do?

8. Everyone in your group has signed the pledge and is aware of the fire hazard at the Lodge. You discover someone in your group is smoking in the Lodge. What will you do?

9. You are in a clean up crew at the Lodge. Someone in your crew refuses to do his/her share of the work. What will you do?

10. Your group is spread out on the trail. What can be done to solve this problem?

## BASIC NEEDS

Many people have tried to identify all the needs of man. Abraham Maslow has said that there are five basic needs that are important in everyone's life:

1. Physical - the need for food, water, shelter, warmth, activity, and rest

2. Safety - the need to be safe from harm

3. Love - the need to be loved and to feel you belong

4. Self-Worth - the need to feel important and feel you are a person of worth

5. Self-fulfillment - the need to become all you can become

When you are hungry, you look for food in the cupboard or in the refrigerator. When you are cold, you look for warm clothing or for a warm home, school, or store. If you feel like exercising, you run out to play ball, run a race, or jump rope. All of these are examples of your behavior when you are trying to satisfy your physical needs. When you feel a need for love and belonging, you might ask your parents to play a game with you. When you are afraid of something on television, you might ask someone older to join you or you might turn off the set. If you ever go home from school to an empty house, you might turn the radio on very loud so you won't feel lonely.

Some needs are stronger than others. For example, you may be very hungry when your friend calls to ask you to play basketball. Probably you will eat hurriedly before you join your buddy. You know that person needs you immediately and you never know when you may need your friend, but still you eat first.

List your needs below. What needs do you have that are not listed above?

1. Which need was most important to you today?

2. How did you satisfy your need?

3. Have you had any needs today that were not satisfied? How did you feel? What did you do?

## BUS OR TRAIL PROJECT

What is our speedometer reading when we leave school?
What is the speedometer reading when we reach the Hinterbrand?
What is the average rate of speed we drove?
What is the departure time from school?
What is the arrival time at the Hinterbrand?
Through what large cities did we go?
At what large lake did we stop?
If we did not turn off to Berchtesgaden, into what country would we have driven?
What tame animals did you see along the way?
What types of pollution did you see along the way?
What examples did you see of humans helping the environment?
For what is Bad Reichenhall famous?
What was the first village we went through after leaving?
Name two types of farm machinery you saw along the way.
Name two types of transportation you saw along the way.
Where are you staying in Berchtesgaden?
Name two people who will help you this week other than the teacher.
Who ate their lunch before they were supposed to?
Name three mountain peaks in Berchtesgaden.
Name two wild animals found in Bavaria.
Name one bird found in Bavaria.
Name one wild flower found in Bavaria.
Name a song you've learned about pollution.
Name at least two ways of making a living that you've seen on the trip.
Name two types of recreation that people can enjoy in summer.
Now, name two for winter.
What has been the most enjoyable thing you've done so far?
What has been the hardest thing you've done so far?
In your opinion, what does "teamwork" mean?
Do you think we've planned balanced meals for the trip?
What causes snow?

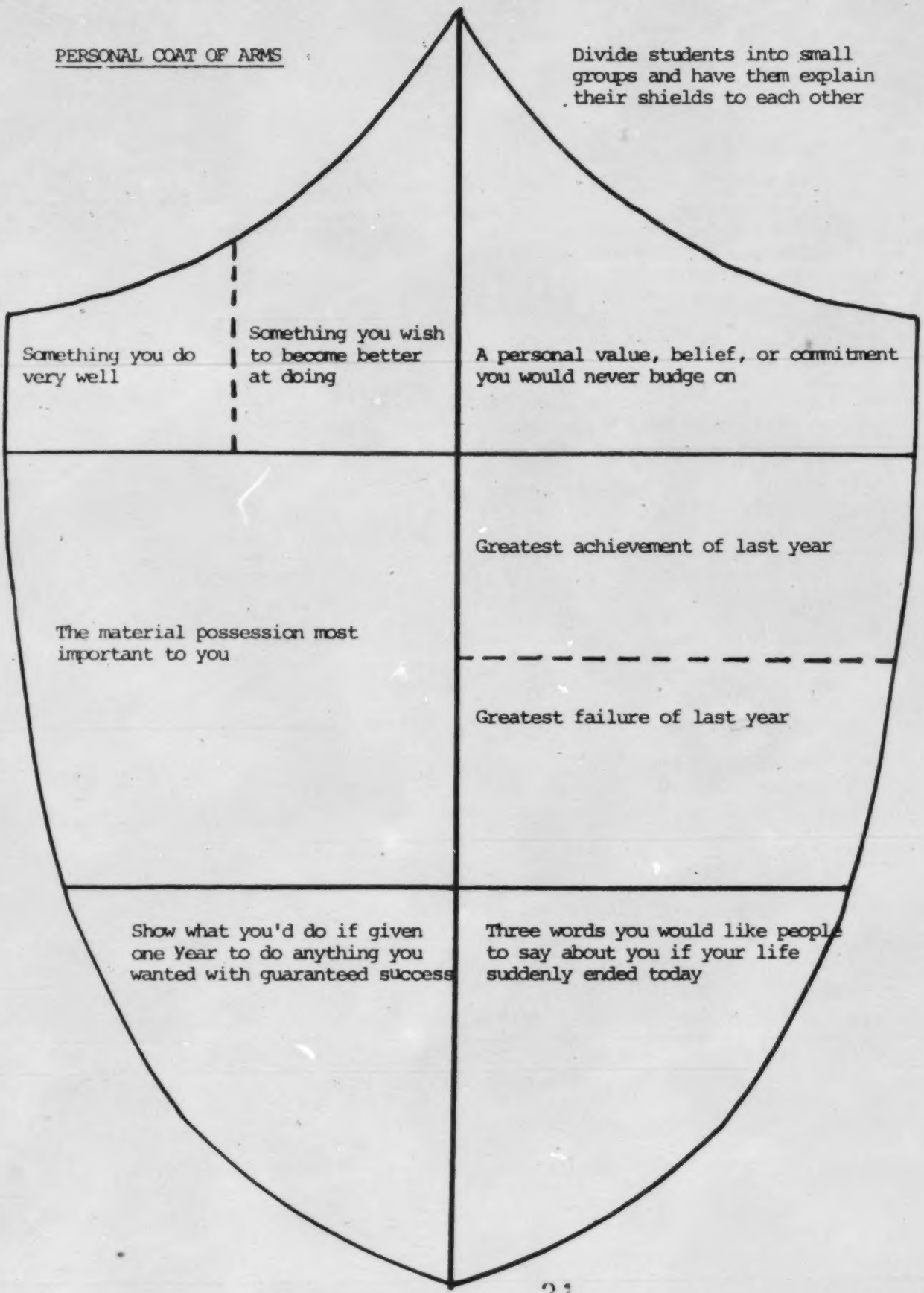
The above can be done in three steps:

1. The students predict what and how many of what will be seen.
2. The students tally their results on the trip.
3. Finally, the groups interpret what they have recorded and present their results to the entire class.

The bus activities will hopefully transfer the attention of the children out of the bus and into the environment.

PERSONAL COAT OF ARMS

Divide students into small groups and have them explain their shields to each other


Something you do very well
Something you wish to become better at doing
A personal value, belief, or commitment you would never budge on
Greatest achievement of last year
The material possession most important to you
Greatest failure of last year
Show what you'd do if given one Year to do anything you wanted with guaranteed success
Three words you would like people to say about you if your life suddenly ended today

## COMPASS ACTIVITIES

1. a. Place first marker at your feet.
   b Walk 10 steps at an azimuth of 90° and place second marker
   c. Walk 10 steps at 180° and place the third marker
   d. Walk 10 steps at 270° and place the fourth marker
   e. Walk 10 steps at 360° and place the fifth marker
   f. Now step back to look at the area each enclosed.
   g. Measure the distance between the first and fifth markers.

2. a. Place first marker at feet.
   b. Walk 10 steps at 30° and place second marker
   c. Walk 10 steps at 150° and place third marker
   d. Walk 10 steps at 270° and place the fourth marker
   e. Now step back to look at the area each enclosed
   f. Measure the distance between the first and fifth markers

3. a. Place first marker at feet
   b. Walk 10 steps at 30° and place second marker
   c. Walk 10 steps at 75° and place third marker.
   d. Walk 17 steps at azimuth of 210° and place the fourth marker
   e. Walk 7 steps at 300° and place the fifth marker

4. a. Place first marker at feet
   b. Walk 10 steps at 90° and place second marker
   c. Walk 10 steps at 150° and place third marker
   d. Walk 10 steps at 210° and place fourth marker
   e. Walk 10 steps at 270° and place fifth marker
   f. Walk 10 steps at 330° and place sixth marker
   g. Walk 10 steps at 30° and place seventh marker

## ROCKS AND SOIL

The study of the earth's surface and its underlying structure is called GEOLOGY. Scientists have learned to read the story of the formations of the earth from the rocks they find.

The geology of our area will mostly include sedimentary and metamorphic rocks, as this area was recently (in geologic time) covered by seas. Following is an introduction to the three main types of rocks.

Igneous Rocks: These are rocks which have cooled from molten masses, both from within the earth's crust and upon the surface. "Igneous" comes from the Latin word which means "fire". Several kinds of these rocks to look for are pumice, ovsidian, granite, tuff and basalt. All other classes of rocks are either directly or indirectly derived from igneous rock.

Sedimentary Rocks: When rocks break up, their particles are carried by wind and water or ice and deposited. When these deposits are consolidated, they become sedimentary rocks. Sedimentary rocks form in layers, easy to see by their different texture and color. The major rocks to look for are shale, sandstone, conglomerate, and limestone. Sedimentary rocks contain the fossils we will find.

Metamorphic Rocks: These rocks come from already existing rocks. When igneous and sedimentary rocks come under great heat and pressure, a metamorphic rock forms. Shale changes to slate, sandstone into quartzite, and soft coal into hard coal.

List below the rocks present in this area which you can identify. See activities for a rock collecting project.

| TYPE | NAME OF ROCK | LOCATION |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

# ROCKS AND MINERALS

## Background Information

The aim of this lesson is to illustrate the effects of natural forces on the weathering of rocks and minerals. The solid part of the earth is made up largely of rock. Slowly, some of this rock is changed into soil. Water, heat, cold and acid (carbon dioxide from air plus falling rain equals carbonic acid) break rock to make soil and release minerals. Pressure and chemical reactions from growing roots also help to break up rocks.

## Materials Needed

Limestone or marble chips
Vinegar or lemon juice

## Activity

1. Go outside and observe several rocks. Discuss weathered areas found in rocks (especially granite and feldspars). Why do we have some areas dissolved away? What could have dissolved them?

Have the pupils add vinegar (acid) to various rock samples. Which exhibit chemical activity? Discuss results in relation to the unequal wearing away of the earth's surface?

2. Rub some of the rocks together. Why are particles loose? What will happen to these particles?

3. Call attention to rocks with cracks in them. What could have caused cracks in the rocks? What would happen to the water which froze in the cracks?

4. Look at an area where plants have begun growing on rocks. What plants do you see growing on the rocks? Which do you think were the first ones to grow on the rocks?

**DEPARTMENT OF DEFENSE**
**DEPENDENTS SCHOOLS EUROPE**
**APO 09164**

DSE-IS-ED(OE) 15 March 1978

SUBJECT: Scheduling of Hinterbrand Lodge, SY 1978/79

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1. If DODDSEUR's Hinterbrand Lodge rental agreement is successfully renegotiated with AFRC, the lodge will continue to operate as an Outdoor Education Center during school year 1978/79. The lodge is currently staffed during DODDSEUR scheduled programs. It has 30 beds, a kitchen, a dining room and small conference/work rooms.

2. Five general types of program have been offered at the center during the past:

a. Outdoor Education (OE) Week. This is a Monday to Friday program designed for 6th through 12th grade students. The daytime portion (0700-1800) is provided by the Hinterbrand Lodge staff, and is based upon the objectives supplied in advance by the participating sponsor. The evening program is designed and facilitated by the group scheduling the lodge; this necessitates that one of the accompanying adult members of the sponsoring school have a working knowledge of the lodge and environs, acquired by attending a Teacher Weekend, Summer Project Bold or previous OE or SOEP program at the lodge. A staff instructor is available on a 24-hour basis.

b. Teacher Weekend (TW). A mini Project Bold/Outdoor Education experience for DODDSEUR educators. The staff leads participants through a strenuous, concentrated weekend of activities beginning at 2000 on a Friday through 1200 Sunday. The program planning, scheduling and leadership are provided by the staff.

c. School-Designed Outdoor Education Program (SOEP). A "low risk" OE program which does not require staff members to assume primary responsibility. Activities such as mountaineering, advanced initiatives and winter hiking would not be included. Staff sets guidelines for the group and is on site or on call during the program. One accompanying adult member of the sponsoring school must have a working knowledge of the lodge and environs. This is generally a Monday to Friday program.

d. Administrative, Faculty or Writing Conference/Workshop (AW). Adult or student conferences which do not require primary staff responsibility and do not involve "high risk" activities. As in paragraph c above, staff is on site or on call during scheduled DODDSEUR programs. The isolated but selfcontained nature of the lodge and its ruggedly beautiful setting provide an ideal site for adult educators and/or students in search of inspiration.

e. Special Program (SP). Not covered by any of the above descriptions but arranged in cooperation with the staff. SPs can incorporate any part of an OE, SOEP or other conceivable program. The SP is to allow the applicant complete flexibility. The Hinterbrand staff realizes school or group differences regarding transportation, substitute spaces or other commitments. By using a weekend, a school can save as many as ten substitute days. Likewise, if a full OE program is not desired, the lodge affords an excellent opportunity for exposing children to other learning possibilities. Just some of these are listed in the Outdoor Education Program Information Pamphlet. Generally speaking, staff can be made available seven days per week, 24 hours per day. SPs can also be scheduled over all holidays, including Christmas and Easter. As with the OE and SOEP programs, it is necessary that at least one of the adults in the group have a working knowledge of the lodge, acquired through participation in a Teacher Weekend, Summer Project Bold, or a past OE or SOEP.

3. Scheduling.

a. Preference will be given as follows.

(1) When the requesting program is one best accomplished at the Hinterbrand Lodge.

(2) When an accompanying adult sponsor has a working knowledge of the lodge and environs. (Not necessary for administrative conferences, non-OE related workshops or other programs which do not require staff consultation for outdoor activities.)

(3) When all safety requirements of the requested activity can be met. The age as well as the physical and emotional condition of the attending groups could conceivably present a need for special arrangements. Sudden changes in alpine weather and the availability of transportation and communication are important considerations when planning for activities at this relatively remote facility.

(4) When the requested program allows an equitable workload to be assigned to the OE Center staff.

b. The Armed Forces Recreation Center rental agreement requires considerable lead time from DODDSEUR in scheduling non-AFRC activities. In order to meet that requirement and to insure equal scheduling opportunity, 1 May 1978 will be set as the application receipt deadline for schools and other DODDSEUR groups. Requesting organizations will be notified of tentative approval prior to 1 June 1978. Alternates will be notified as cancelations occur.

c. During school year 1977/78, the lodge received approximately 90 (!) formal and verbal requests for OE weeks at the lodge. Of course, time and staff limitations precluded honoring all of these requests. Carefully designed programs will be given first consideration.

4. Inclosure 1 is a tentative Hinterbrand Lodge Outdoor Education Center schedule for school year 1978/79. It has been drawn up to indicate the types of activities most appropriate for seasonal periods and a reasonable workload for the staff members available to supervise and lead outdoor activities. This schedule is not fixed, only suggested! The schedule is dependent upon variables such as agreement renewal, number of available staff, and local school resources. The possibility exists to alter OE weeks from Monday through Friday to overlap a weekend if needed for student travel or substitute requirements; however, this would depend on the availability of staff and on other scheduled programs. Also, one activity may be substituted for another which has been scheduled but not requested, or which has been canceled.

5. Additional information.

a. Hinterbrand Lodge can accommodate a maximum of 30 (thirty) program participants. Fire regulations prohibit more beds from being installed.

b. The lodge kitchen is fully equipped with utensils to prepare food for 30 participants (including adults in the case of student groups) plus staff.

c. Except under rare circumstances, food will be brought by participants. Pack lunches must be provided by the participants for OE and some SOEP programs, since noon meals are often eaten away from the lodge. Special arrangements will be made for teacher weekends and administrative conferences or workshops.

d. Transportation and food must be arranged for by the requesting group. However, if the group arrives in Berchtesgaden by rail, the staff can make local arrangements to transport participants and their supplies to the lodge from the train station.

DSE-IS-ED(OE) 15 March 1978
SUBJECT: Scheduling of Hinterbrand Lodge, SY 1978/79

e. Arrangements have been made with La Verne College to offer three hours of graduate credit in two different Outdoor Education courses. Bringing a group to the lodge is one way of meeting the practicum requirements. Additional information is available through the lodge at the address below.

| | |
|---|---|
| Hinterbrand Lodge | Telephone: |
| Outdoor Education Center | Berchtesgaden Mil (2538-)755 |
| APO 09029 | Berchtesgaden Civ (08652) 58755 |

7. Four application forms are attached. Each form is specific to one of the described programs (OE, SOEP, AW or SP). Please indicate first, second and third choices on possible dates. APPLICATIONS MUST BE RECEIVED AT THE HINTERBRAND LODGE BY 1 MAY 1978 TO RECEIVE FIRST-ROUND CONSIDERATION FOR SCHEDULING.

8. Teacher weekend (TW) announcements and application forms will be mailed separately.

FOR THE DIRECTOR:

RONALD A. DOWNING
Deputy Director

5 Incl
as

Tel KRL (2141-)7146
BGN (2538-)755

DISTRIBUTION: A,B,C

TENTATIVE SCHEDULE FOR HINTERBRAND LODGE OUTDOOR EDUCATION CENTER, SY 78/79

Meaning of symbols:
- OE = staff-led program (see para 2a)
- SOEP = school-led program with minimum staff requirements (see para 2c)
- TW = teacher weekend (see para 2b); special announcements will be made re application
- AW = administrative, faculty or writing conference/ workshop (see para 2d)
- SP = special program (see para 2e)

| | |
|---|---|
| 21-25 August | preparation of lodge and facilities for SY 78/79 |
| 28 Aug to 1 Sep | SOEP |
| 4 September | Labor Day |
| 5-8 September | OE |
| 8-10 September | TW |
| 11-15 September | SOEP |
| 18-22 September | OE |
| 25-29 September | AW |
| 2-6 October | OE |
| 9 October | Columbus Day |
| 7-9 October | SP |
| 10-13 October | OE |
| 16-20 October | SP |
| 23-27 October | SOEP |
| 30 Oct to 3 Nov | OE |
| 3-5 November | TW |
| 6-9 November | OE |
| 10 November | Veterans Day |
| 13-17 November | OE |
| 20-22 November | AW |
| 23 November | Thanksgiving Day |
| 23-26 November | SP |
| 27 Nov to 1 Dec | SOEP |
| 4-8 December | OE |
| 11-15 December | OE |
| 16-23 December | Christmas Holidays (SP) |
| 24-30 December | Christmas Holidays (SP) |
| 1 January 1979 | New Year's Day |
| 3-5 January | OE |
| 8-12 January | SOEP |
| 15-19 January | OE |
| 22-26 January | OE (26 Jan = recordkeeping day) |
| 26-28 January | TW |

| | |
|---|---|
| 29 Jan to 2 Feb | SOEP |
| 5-9 February | OE |
| 12-16 February | OE |
| 19 February | President's Day |
| 20-23 February | SP |
| 26 Feb to 2 Mar | AW |
| 5-9 March | OE |
| 12-16 March | SOEP |
| 19-23 March | OE |
| 26-30 March | OE |
| 2-6 April | AW |
| 6-8 April | TW |
| 9-13 April | OE |
| 14-22 April | SP (Spring Recess) |
| 23-27 April | OE |
| 30 Apr to 4 May | SP |
| 7-11 May | OE |
| 14-18 May | SOEP |
| 21-25 May | OE |
| 26-28 May | SP |
| 28 May | Memorial Day |
| 29 May to 1 Jun | SOEP |
| 4-8 June | OE |
| 11-15 June | SOEP |
| 16-30 June | Project Bold Training Session |
| 1-21 July | Project Bold Standard Course 18-ST |
| 26 Jul to 15 Aug | Project Bold Standard Course 19-ST |

APPLICATION FOR OUTDOOR EDUCATION (OE) PROGRAM AT THE HINTERBRAND LODGE

1. School _____

2. Sponsor or chairperson _____

3. School APO address _____

4. Telephone or contact point _____

5. Age group or class for which program is directed _____

6. Number of students _____ Number of adults _____

[Total number of participants must not exceed 30!]

7. Objectives of the program _____

_____

_____

8. Daytime activities desired _____

_____

_____

9. Evening plans _____

_____

10. Resources and resource people involved and/or needed (indicate the persons who are familiar with the program) _____

_____

_____

11. Food arrangements _____

12. Transportation arrangements _____

13. Dates requested for program: 1st choice _____

2nd choice _____

3rd choice _____

Incl 2

[over]

14. Any other pertinent information about your program _____

_____

_____

PLEASE SUBMIT TO ARRIVE BY 1 MAY 1978 AT:

Hinterbrand Lodge
Outdoor Education Center
APO 09029

Tel: B'gaden Mil (2538-)755
B'gaden Civ (08652) 58755

APPLICATION FOR SCHOOL DESIGNED OUTDOOR EDUCATION
PROGRAM (SOEP) AT THE HINTERBRAND LODGE

1. School _____

2. Sponsor or chairperson _____

3. School APO address _____

4. Telephone or contact point _____

5. Age group or class for which program is directed _____

6. Number of students _____ Number of adults _____

[Total number of participants must not exceed 30!]

7. Objectives of the program _____

_____

_____

8. Daytime and evening activities _____

_____

_____

9. Resources and resource people to be used _____

_____

_____

10. List accompanying adults familiar with the lodge and environs

_____

11. What will you need from the Hinterbrand staff? _____

_____

_____

12. Food arrangements _____

13. Transportation arrangements _____

_____

Incl 3



[over]

14. Dates requested for program: 1st choice _____

2nd choice _____

3rd choice _____

15. Any other pertinent information about your program _____

_____

_____

PLEASE SUBMIT TO ARRIVE BY 1 MAY 1978 AT:

Hinterbrand Lodge
Outdoor Education Center
APO 09029

Tel: B'gaden MIl (2538-)755
B'gaden Civ (08652) 58755

APPLICATION FOR ADMINISTRATIVE, FACULTY OR WRITING CONFERENCE/WORKSHOP (AW)
AT THE HINTERBRAND LODGE

1. Organization _____

2. Location _____

3. Contact person and telephone _____

4. Purpose/objectives of program _____

_____

_____

5. Number of participants (30 maximum) _____

6. Lodge/facility requirements _____

_____

_____

7. Hinterbrand staff requirements _____

_____

_____

8. Food arrangements _____

9. Transportation arrangements _____

10. Dates requested for program: 1st choice _____

2nd choice _____

3rd choice _____

PLEASE SUBMIT TO ARRIVE BY 1 MAY 1978 AT:

Hinterbrand Lodge
Outdoor Education Center
APO 09029

Tel: B'gaden MIl (2538-)755
B'gaden Civ (08652) 58755

Incl 4

APPLICATION FOR SPECIAL PROGRAM (SP) AT THE HINTERBRAND LODGE

1. Organization _____

2. Location _____

3. Contact person and telephone _____

4. Nature of special program (objectives, purpose, needs, etc)

_____

_____

_____

_____

_____

_____

5. Dates requested for program: 1st choice _____

2nd choice _____

3rd choice _____

6. Special considerations _____

_____

_____

PLEASE SUBMIT TO ARRIVE BY 1 MAY 1978 AT:

Hinterbrand Lodge
Outdoor Education Center
APO 09029

Tel: B'gaden MIl (2538-)755
B'gaden Civ (08652) 58755

Incl 5

DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS EUROPE
APO 09164

SEP 1978
ERIC/CRESS
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DSE-IS-ED-OE

SUBJECT: Outdoor Education and Safety

SEE DISTRIBUTION

1. The phenomenal growth rate of Outdoor Education in the last four years has been gratifying. Thousands of DODDSEUR students have been exposed to a variety of outdoor activities while many teachers and administrators have attended workshops or training sessions in Outdoor Education. Students are involved in outdoor activities ranging from organic gardening to rock climbing. School staff are experiencing and providing students learning situations which stress self-concept, responsibility, social consciousness and personal growth through outdoor activities in the cognitive, affective and psychomotor realms.

2. This letter treats three aspects of Outdoor Education in DODDSEUR definition, safety and certification.

a. Definition - The committee of DODDSEUR educators which stated the following definition did so to clarify the elements of Outdoor Education which set it apart from the remainder of the Environmental Education program. The definition reads,"Outdoor Education is the search for the boundaries of the physical, social, intellectual, and emotional self which extends the walls of the classroom to confront the challenge and beauty of nature." The physically challenging activities involved in Outdoor Education are implied in the definition and , essentially, are the major distinguishing feature of the program.

b. Safety - Because activities utilized to accomplish the objectives of Outdoor Education do involve greater personal risk than ordinary academic pursuits, particular attention must be paid to safety. The inclosed Safety Paper is a draft of prescribed safety procedures required while working with the more common techniques, and activities employed in the DODDSEUR concept of Outdoor Education.

c. Certification - The question of who is authorized and/or qualified to conduct any or all of the activities associated with Outdoor Education is a difficult one. DODDSEUR has sponsored numerous teacher/administrator workshops, weekend experiences, and five years of three-week Project Bold

DSE-IS-ED-OE
SUBJECT: Outdoor Education and Safety

sessions directed toward the principles of Outdoor Education, with emphasis on safety. However, these experiences in no way serve as a certification scheme. After several years of effort, the American Alpine Association has abandoned the task of designing a certification scheme for its instructors and members. Outward Bound, the parent organization upon which many of DODDSEUR's Outdoor Education goals and objectives are based, recognizes certification as one of its most difficult tasks. Selective criteria are constantly being challenged.

3. The capability of conducting school groups through various outdoor experiences ultimately is established by the individual's personal knowledge, experience, confidence, trust, and common sense. The ultimate responsibility for safety while conducting a school related outdoor education program could become a legal question; the moral responsibility lies with the individual conducting the experience.

4. DODDSEUR is not at the present time involved in certifying educators for supervising high risk activities such as rock climbing, rapelling, or white-water exercises. The enclosed paper does present guidelines that should be observed in conducting high risk activities safely. Bear in mind that uncompromising situations (e.g., weather) can change a relative low risk activity into a dangerous situation. Skilled resource people should always be consulted to aid in matters related to safety.

5. The enclosure is a working copy. Your comments and suggestions are requested. Thank you for your cooperation.

Ronald A. Downing

1 Encl
as

RONALD A. DOWNING
Deputy Director

TEL: KRL (2141-)6460/7146
B'GADEN MIL (2538-)755

DISTRIBUTION: A, B, C

# OUTDOOR EDUCATION SAFETY

## I. Introduction

It is not our intent to stand in the way of healthy, exciting educational activities in the out-of-doors. It is felt, however, that a set of safety guidelines would be a positive step toward preventing a possible tragedy. Some of the activities included under the general heading of OUTDOOR EDUCATION involve greater risk than we incur in our normal way of life. In consequence, there rests on those in charge a special responsibility to ensure that adequate and continuous precautions are taken to prevent accidents. The principle is not to completely avoid activities involving danger, but to prepare students mentally and physically to deal with the risks in a competent manner. We feel that this can be done in a controlled situation with a maximum of apparent danger and a minimum of actual danger. Since the final responsibility for the safety of a group lies with the leader of that group, the following safety guidelines are offered as an aid to those who are involved in, or plan to be involved in, the more hazardous Outdoor Education activities.

## II. Outdoor Education Statement

The world outside our doors has for too long been thought to be something we went through to get inside yet another door. The out-of-doors to many has become a place to picnic in, to dump garbage in, and to be avoided when trying to learn about one's self and one's place in the world. The classroom and the libraries were the places for that.

However, the outdoor world is one of the finest places to learn about self, about others and about how we, the mountains, the sea, and the whole cosmos are all one. In nature there is beauty and there is risk. Beauty in the myriad forms of grace that blend themselves together in the natural world. Risk in confronting that which we have avoided and ignored.

We define Outdoor Education (OE) as the search for the boundaries of the physical, intellectual, emotional and social self, by extending the walls of the classroom to confront the challenge and embrace the beauty of nature. Thus, although Outdoor Education can be an end in itself, it is also an approach to more efficient and more effective learning by enriching, vitalizing and complementing content areas of the school curriculum.

All skills and techniques taught as part of OE aim ultimately at preparing the student for intimate contact with the natural environment. In facing the challenge of outdoor activities the student can be brought into confrontation with himself and his group to the point of high emotional involvement. During such moments of emotional stress, the individual is open to unusual progress in overcoming his inhibitions and in reaching a new appreciation of his relationship and responsibility to himself, to others, and to nature.

II (cont.)

Risk is a vital quality in the experience of learning: a child's first steps; defending an unpopular idea; expressing affection. All involve risk; each results in learning, and ultimately, a sense of harmony among knowledge, awareness and action.

Too often these ingredients are left out of the experience of learning. But willingness to risk and a sense for beauty are qualities that provide the confidence to grow. One's concept of self is too often built on the fragile foundation of never having taken a risk. And one's concept of beauty is limited if derived without one's having been exposed to the diverse forms of nature. Consciously experiencing the outdoors provides a unique medium for learning and personal growth.

An OE program begins with the assumption that subject matter which can best be learned in the classroom should be taught there, and subject matter which can best be learned through direct contact with the natural environment should be taught outdoors. The components of OE exhibit such enormous variety that we have not been able to devise a definitive classification system. For example, the relationship between OE and Environmental Education (EE) is not clear-cut. There is a great overlap between various activities, but we feel there is significant benefit in merging the two areas whenever possible.

To facilitate a general over-view of the OE "field" - and to reduce the incidence of misleading over-simplification by those only casually acquainted with OE - the components of OE have been grouped under the following headings.

1. Initiative Tests - Brief, intense problem-solving exercises aimed at the rapid formation of a sense of group cohesiveness. They usually include a degree of physical and psychological stress which serves to enhance individual self-concept when the exercise is successfully completed. As much as possible all initiative tests are designed so all participants enjoy complete success. Although they are designed for outdoor use, many of them can be adapted to indoor situations, too. They also provide opportunities for practice in group leadership and problem solving techniques. It is obvious from the activities themselves that it is not the end but the means to the end that is the essence of the initiatives. Processing the group interaction and personal contributions afford the opportunity for personal growth sought in Project Bold/O.E. Activities.

2. Sensory Awareness - Exercises designed to expand one's use of the five senses through literal immersion in the natural environment. The aim is the unabashed search for natural beauty through practice in sensing one's surroundings in novel ways. Through growing appreciation of the incredibly rich sensory texture of nature, the student is led to a sense of growing intimacy, fascination, and awe at the significance of his own relationship to nature.

3. Skills - Training in outdoor skills is of virtually endless variety - ranging from knot-tying to rock climbing and from whittling to celestial navigation. In general, skill training aims at preparing the student for safer, more extended, and more complex operations within the natural environment. Although some skills obviously become ends in themselves (such as cross country skiing), it must be emphasized that for the purposes of OE, they must be seen primarily as avenues leading to greater exposure of the beauty and challenge of nature and the humane development flowing therefrom.

4. Outdoor Pursuits - The culminating Phase of OE is the Outdoor Pursuits which build upon the skills and attitudes developed by the Initiative Tests, the Sensory Awareness Exercises, and the training in Outdoor Skills. Such pursuits represent longer periods of personal involvement ranging from all-day activities to full-fledged expeditions. They usually involve the application of multiple skills and exhibit an over-all complexity which approximates that of life itself. The attraction of participation in such pursuits as mountaineering, camping and the like can be used to motivate the student to acquire the necessary skills. But the final pay-off from the standpoint of OE is always seen as the accumulative effect of such Outdoor Pursuits upon the students, the heightening of their self-concept, the strengthening of their compassionate attachment to their companions, the focusing of their sense of social service, and their increased awareness of the beauties of nature.

III. Activities

A. Rope Activities

1. All ropes course units will be supervised by a technically competent adult staff.

2. All sections of a ropes course will be checked for safety before each day's use.

3. Helmets will be worn on activities where the participant is more than 6 feet off the ground.

4. Not more than one person should be on a section of a ropes course at one time.

5. Appropriate warning signs in English and the host nation language should be installed wherever ropes course sections remain standing between periods of use.

B. Initiatives

1. The instructor will not operate an initiative exercise without having experienced it personally.

2. The importance of and techniques for spotting will be explained and demonstrated before the exercise is begun.

3. The instructor should watch for and limit dangerous practices during the course of the activity.

4. Equipment used should be checked for safety before the initiative is begun.

C. Rock Climbing Activities

1. All climbing will be supervised by a technically competent adult staff.

2. When climbing, or in a climbing area, a hard hat should be worn.

3. First aid equipment, evacuation gear, and someone skilled in its use will be present at all climbing sites.

4. No student should lead a climb.

5. A safety belay will be used on all rappels.

6. Each rappel anchor will have a backup anchor which is a completely separate system.

7. Each belay point and tie-ins will be supervised by a competent instructor.

8. Climbing equipment will be checked at the beginning of each climbing day.

9. Students should not be placed in a position directly above or below anyone climbing or rappeling.

10. Rescue equipment such as extra ropes, pre-tied prussik slings, and jumars should be at all climbing and rappeling sites.

11. Prussiking and Jumaring should not be practised without providing an alternate method for the student to be lowered to the ground.

12. Seat slings will be at least 11 mm rope or 1 inch tubular nylon.

13. All slings and harnesses used will be approved by technically competent staff.

14. No rope smaller than 11 mm or 7/16 inch will be used for climbing.

15. No one will climb with students without a technically competent instructor present.

16. When bouldering, spotters will be used. When spotters provide insufficient safety, the climber will be secured by roping.

D. Expeditions and Peak Climbs

1. Students will not be taken into areas unfamiliar to the instructor in charge.

2. More than sufficient time for ascent and descent will be set aside, with consideration for emergencies.

3. The leader of the climb should be familiar with where to go and what to do in the event of an emergency situation. He should inform the members of the party of appropriate emergency procedures to be taken before the climb, in the event of his or her incapacitation.

4. The instructor should see that sufficient clothing and equipment are carried to make the climb safely and to cover reasonable contingencies.

5. Students should be aware of the ways to prevent and know the treatment for: Hypothermia, Frostbite, Blisters, Sun Stroke, and Heat Exhaustion.

6. A minimum of two persons will be sent for help in an emergency, when this can be done without leaving the victim alone.

7. The following is a minimum essential list of equipment required for a peak climb or expedition:

a. map of the area
b. compass
c. flashlight
d. extra food
e. extra clothing (wool sweater, socks, and rain gear)
f. pocket knife
g. matches and/or lighter
h. first aid kit
i. suitable footwear

E. Avalanche Hazard

The following measures will be taken in program areas subject to avalanche hazard:

1. Specialized training for students to include:

a. Technical considerations

1) Snow cover formation, metamorphism, and mechanical properties.

2) Avalanche characteristics & warning signs.

3) Route selection in hazardous terrain.

2. General Rules for Travel in Avalanche Terrain

a. Never travel alone.

b. Avoid exposed areas as much as possible.

c. Do not assume a slope is safe just because others have crossed it.

d. Each person will carry avalanche cord and a probe.

e. When questionable slopes must be crossed:

1) One person crosses at a time, trailing avalanche cord, while the others watch him closely.

2) Prepare to ditch pack, skis, and poles.

f. If caught in an avalanche:

1) Shout to make sure others are watching.

2) Discard packs, skis, poles, and snowshoes.

3) Attempt to stay at the surface by swimming.

4) If burial seems imminent, cover nose and mouth with hands.

5) Avoid panic and non-productive exertion; if arms can be freed attempt to dig toward surface.

F. Run and Dip

1. A staff member will check the course for stragglers after the run.

2. A staff member will supervise the dip at all times.

3. The buddy system will be used to keep track of all "individuals."

G. Solo

1. Particular care will be taken to consider local customs and hazards. (The realities of the situation in some countries or areas may make it unwise to leave a female participant on a remote solo.)

2. A solo check will be made at least daily of each participant. Every participant will be checked at least daily. (Extinuating circumstances may demand more frequent checks).

H. Marathon

1. The marathon route will be reconnoitered in advance by staff, and the course director must be prepared to alter route or curtail the activity on the basis of weather or other unsafe circumstances.

2. Participants will be briefed to make sure they know the route and they are aware of safety and emergency procedures.

3. Salt tablets and drinking water will be available to participants.

4. Check points manned by staff are to be situated at appropriate places along the route.

5. A staff member will sweep the route to make sure no stragglers are left behind.

I. Water Activities

1. General

a. Staff

1) A water activity specialist (or other staff member approved by the School Director) will be present in all cases of potentially dangerous water experiences. He is in charge of all water activities and is responsible for the safety of the participants and equipment. He will be assisted by sufficient qualified staff.

2) Competent Staff:

(a) will review safety rules with participants prior to and, if appropriate, during each activity.

(b) will establish a serious tone at the onset of each activity and set an example of safety.

(c) will check all life jackets and other equipment prior to each trip, rejecting those which are unsatisfactory.

3) will reconnoiter all water areas prior to their use.

b. Life Jackets

Life jackets will be worn when participants are engaged in water activities under the following conditions:

1) rafting
2) Kayaking
3) tubing
4) sailing
5) canoeing
6) cold water
7) high winds
8) night or poor visability
9) on open seas or large lakes
10) other potentially dangerous activities

c. Training

1) The instructor will ascertain as soon as feasible the swimming abilities of his students with and without life jackets. This determination normally should be made before students engage in any water activity.

2) Swimming activities, where water poses a significant danger, will be supervised by staff with a current senior life saving card or equivalent. The buddy system will be used.

3) Instruction and practice appropriate to the difficulty and hazards will be presented as part of any water activity. Consideration should be given to:

(a) drownproofing
(b) resuscitation training
(c) prevention and treatment of hypothermia
(d) rescue procedures
(e) swimming of rapids

4) For Boating Activities:

(a) paddle or oar strokes, braces, sculling and steering.

(b) techniques of handling the boat to include: broaching, negotiating bends and obstructions, setting (ferrying), lining, tracking, landing, "reading water" eddies and their uses and paddling in heavy water.

(c) reading white water.

d. Equipment

1) Suitable hard hats will be worn during all water activities when a consistent danger of head injury exists.

2) Appropriate footgear will be worn while on or in the water.

3) Equipment will be maintained properly while in use or stowed.

4) All boats will be fitted with sufficient buoyancy to support the full permitted crew and equipment when waterlogged.

e. Planning Consideration for Expeditions

1) Planning considerations should include:

(a) technical difficulty and objective danger.
(b) season, weather and stage of water.
(c) length of time needed to complete the expedition.
(d) student ability and previous training.
(e) student-instructor ratic.
(f) staff capability and familiarity with area.
(g) emergency procedures and accessibility of help.
(h) availability of equipment required to carry out the run safely and to cover reasonable contingencies.

2) During river expeditions, lead and sweep boats will be designated. The lead boat will not be passed. The sweep boat will not pass any boat. The sweep boat will carry:

(a) first aid kit
(b) repair kit
(c) pump (when appropriate)
(d) ropes, spare supplies when necessary.

2. Kayaking

a. In river runnings:

1. Only kayaks specifically designed for, and equipped for negotiating white water shall be used.

2. Every kayak must be equipped with a foot brace and sufficient buoyancy to prevent its filling with water in the event of capsize.

3. Kayaks must be equipped with painters and fitted with grab-loops at each end.

4. Feathered paddles of strength and design for river running shall be used, and sufficient spare paddles shall accompany the group.

5. Spray skirts of waterproof fabric designed to close space between paddler and cockpit shall be used, and spare skirts shall accompany the group.

6. Wet suits, or surfer's suits shall be available to kayakers if, in the opinion of the River Specialist, the suits are necessary for the Kayaker's protection in cold water rivers.

7. Hard hats, approved for climbing, hockey, or kayaking shall be worn at all times while engaged in white water river running.

8. There will be no solo kayaking by any personnel during the activities sponsored by DODDSEUR. Three boats, with staff escort, is the minimum for a run of any difficulty.

9. First aid, throwing ropes, hand winch and any other rescue equipment, including spare paddles and spray skirts should be carried by escort boats to permit student kayakers to function unencumbered by extra gear in their boats. In the event escort boats are not used, the above gear should be distributed in more than one boat.

10. In any group of students, two experienced paddlers from the staff should be assigned to run first and last as "lead" and "sweep". It is recommended that escort boats, or rafts, assume these responsibilities on expedition-type river runs. The lead boat is never passed. The sweep boat never passes any boat. Each boat keeps the one behind it in sight, waiting if necessary.

3. Tubing

a. Instructors and specialists will be at front and rear of group.

b. The group will remain together, re-grouping after each rapid.

c. The buddy system will be used.

d. Spotting will be utilized front and rear and either side of waterfalls and other fast moving areas.

e. Non-swimmers will be in two-man rafts accompanied by an instructor.

J. Activities Underground

1. The instructor in charge of any party proceeding underground will be personally familiar with the cave/mine system.

2. Two instructors (one leading, one at the rear) will accompany every underground party.

3. The staff/student ration will be such as will insure adequate supervision in the particular circumstances in which the activity is being undertaken.

4. A safety rope will be worn when climbing all pitches whether laddered or not.

5. Every member of a party proceeding underground will be equipped with a light and a whistle.

6. Underground parties will take with them emergency lighting, food and first-aid equipment.

7. Helmets will always be worn underground.

8. Students will be thoroughly briefed on routes prior to departure.

K. Drugs and Alcohol - Drugs, unless prescribed by a physician, are incompatible with the safety standards of an Outward Bound-Project Bold course. The use of drugs and alcohol not only jeopardize the safety of users, they also jeopardize the safety of the non-users. For this reason, use will not be tolerated. Any staff member or student who possesses or uses drugs illegally will be subject to dismissal from the program. Such dismissal action by the Director shall be made out of consideration for:

1. applicable local and military laws.
2. integrity of the Outward Bound - Project Bold philosophy.
3. educational purposes of DODDSEUR.

We are indebted to Outward Bound and the Outward Bound Trust for much of the material herein.

# PARTICIPANT

SEP 1978
ERIC/CRESS
RECEIVED

# INFORMATION

DSE-IS-ED(OE)
SUBJECT: Project Bold

TO: Participants in Project Bold Summer 1978

## INTRODUCTION

Project Bold is a three-week summer outdoor education program for DODDSEUR teachers and students. Outdoor education is the search for the boundaries of the physical, emotional, intellectual and social self by extending the walls of the classroom to confront the challenge and embrace the beauty of nature.

In the sometimes harsh, always beautiful mountains of Berchtesgaden, Germany you, as a Project Bold participant will be engaged in a wide variety of challenging activities, all designed to help you learn more about yourself, about others, and at the same time, you will be learning methods you can use to provide similar experiences for students when you leave Berchtesgaden and return to your home school.

While physical activity will occupy much of your time, you may find that your mental outlook will bear directly on the quality of your Project Bold experience. **A willingness to do your best, to try your hardest, and to encourage others to do the same will contribute as much to your success and enjoyment as will being in good physical condition when you arrive.**

This packet is provided to acquaint you as thoroughly as necessary with conditions and requirements for your stay at the Hinterbrand Lodge. We cannot emphasize enough that the instructions in this packet have been carefully considered and are absolute requirements, and that deviation will directely affect either your comfort, your safety, or both.

In a sense, with receipt of this packet your Project Bold course has already begun, since you can immediately begin to assemble the equipment you need and initiate a program of physical conditioning.

## GENERAL INFORMATION

Living accommodations

You will be living in wall tents, built on wooden platforms, while you are at the base site: Hinterbrand Lodge. The rest of the time you will be on expedition, for which all equipment and gear is supplied by Project Bold. Due to the remote location of the Hinterbrand Lodge and the austere conditions under which you will live, the normal personal services of laundry, store supplies (soap, razor blades, toothpaste, stationery, stamps, socks, bug repellent, etc) are not available. These supplies must be obtained by each participant prior to arrival.

Mail service.

Daily mail service is provided by Project Bold from the Berchtesgaden APO (ten miles from the lodge). Due to the number of days you will be absent from the site and the limited safekeeping storage area for personal property,

we are unable to handle packages for participants. Therefore, we recommend that you bring an adequate supply of the items listed. Your mailing addresses will be:

| | | | |
|---|---|---|---|
| military: | [your name]<br>c/o Project Bold<br>Hinterbrand Lodge<br>APO 09029 | civilian: | [your name]<br>Project Bold<br>Hinterbrand Lodge<br>D-824 Berchtesgaden |

Emergency telephone service.
You can be reached by telephone FOR EMERGENCY PURPOSES ONLY at Berchtesgaden Military (2538)-755 or Berchtesgaden Civilian (08652)-58-755.

Valuables.
Cash, return tickets, and other valuables can be held in the office - but please leave nonessentials at home. It will be necessary to bring approx DM100.00 (in small bills) to cover the cost of overnight mountain hut fees. A small part of this is to be spent for a map of the area.

Medical history.
In addition to your medical statement, which already should have been submitted, please see that you (rather than a doctor) fill in the attached SF-93 (Report of Medical History) and mail it to Project Bold, Hinterbrand Lodge, APO 09029.

Travel information.
All participants will be responsible for arriving at the Berchtesgaden Billeting Office no later than 1200 on the first day of the course (1 July or 26 July) prepared to hike. (A military truck will transport your luggage to the Hinterbrand Lodge.) You will return to the billeting office by 1200 on the last day of the course (21 July or 15 August).

The most practical ways to get to Berchtesgaden are: (a) POV; (b) commercial rail to Berchtesgaden (billeting office is across the street from the train station); (c) commercial air to Munich or Salzburg and commercial rail to Berchtesgaden.

Private car: Participants traveling by POV should plan to arrive at the Berchtesgaden Billeting Office by 1100 on the first day of the course. THERE ARE ABSOLUTELY NO PARKING FACILITIES AT THE LODGE. Participants with POVs will be led to an on-base parking lot and returned to the billeting office by 1145.

At the end of the course, friends or relatives who plan to pick up participants should meet them at 1200 on the last day of the course at the Berchtesgaden Billeting Office. POV drivers will be returned to the on-base parking lot.

Please do not encourage friends to visit during the course since there are NO accommodations for them, and the intense nature of the activities precludes time for entertaining guests.

We recommend that you consult airlines, bus or travel agencies for other details and schedules. Also, overnight accommodations before or after the course can be made through the billeting office, APO 09029, telephone (2538)-623/823.

## EMERGENCY INFORMATION

NAME _____ AGE ____

SSAN _____

SCHOOL ADDRESS _____

_____

PERSON TO CONTACT IN CASE OF AN EMERGENCY:

NAME _____

ADDRESS _____

_____

PHONE _____

RELATIONSHIP _____

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

## PROJECT BOLD PLEDGE

IN KEEPING WITH THE SPIRIT OF PROJECT BOLD, I MAKE THE FOLLOWING PLEDGE TO MYSELF: I WILL TREAT MY COMPANIONS WITH RESPECT AND CONSIDERATION AT ALL TIMES. I WILL ASK NOTHING LESS OF MYSELF THAN FULL PARTICIPATION IN ALL ACTIVITIES. FOR THE DURATION OF THE COURSE I WILL NOT USE TOBACCO, ALCOHOL, OR OTHER DRUGS EXCEPT UNDER THE ADVICE OF A PHYSICIAN AND WITH THE FULL KNOWLEDGE OF THE PROJECT BOLD MEDICAL STAFF.

_____

YOUR SIGNATURE

# CLOTHING & EQUIPMENT LIST

The mountains can be cold and wet....even in mid-summer. For this reason it is IMPERATIVE that you bring something absolutely WATERPROOF and enough warm clothing. This means WOOL. The fibers in wool are such that they will retain body heat even if wet. A cotton sweatshirt is useless in foul weather. Here is a list of clothing that you will need.

## CLOTHING

- 1 pair mountain boots (see more at "BOOTS")
- 1 WATERPROOF (not merely water repellent) jacket or raincoat (ponchos are dangerous in the mountains and therefore NOT acceptable)
- 1 nylon windbreaker
- 2 (as a minimum) HEAVY WOOL sweaters or shirts
- 2 pair long, loose-fitting WOOL pants and/or wool knickers with knee socks (tight-fitting jeans will hamper your movements and are NOT recommended)
- 2 pair hiking shorts
- 1 pair swim trunks (men) or bathing suit (women) - two-piece suits are more versatile - nylon is best, dries very fast
- 2 pair gym shoes or sneakers (one pair should be canvas, it will be wet regularly)
- 6 pair heavy WOOL socks
- 3 bandannas or handkerchiefs
- 2 bath towels
- 1 toilet kit with items for personal grooming (toothbrush, toothpaste, soap, tampax, etc)
- 1 woolen stockingcap or skicap
- 1 pair gloves

NOTE: Many items such as wool shirts, wool hats, waterproof jackets, etc should be available through military and naval surplus and/or quartermaster stores. Thriftshops are excellent sources for inexpensive wool clothing. We recommend that garments be labeled.

## MISCELLANEOUS

All trail and technical equipment will be supplied but you are welcome to bring your own rucksack or backpack and canteen. Be sure to bring with you:

- DM100.00 (small bills only, please!)
- $10.00 (for possible kayak experience)
- 1 pair sunglasses
- 1 pocket knife (boy scout variety or Swiss Army type are suitable)
- 1 flashlight and extra batteries
- 1 container of insect repellent ("Cutters" brand recommended; do NOT bring sprays)
- 3 cans of shoe polish, boot wax or waterproofing (we do not recommend the spray type)

SPECIAL NOTE: Bring your passport - we may be crossing the border into Austria during expeditions.

## OPTIONAL EXTRAS

1 camera and plenty of film (highly recommended!)
1 or 2 pair long underwear
2 short-sleeved shirts for warm weather
1 sweatshirt

## WHAT NOT TO BRING

- sheath knives
- radios/cassette players
- spray cans of anything

## BOOTS

The great majority of the 21 days at Project Bold will be spent on your feet. The terrain is rough and sometimes the loads are heavy.

.....YOU WILL NEED A GOOD PAIR OF MOUNTAIN BOOTS!.....

## TIPS ON BOOTS

1. They should fit well and be broken in when you arrive.

2. We suggest a mountain boot with fairly stiff uppers and a stiff vibram sole (see picture).

3. A low-cut mountain boot (just above the ankle) offers more ankle support than high-cut ones.

4. GI boots, including the Vietnam boot, are less than desirable but are acceptable if fitted with a vibram lug sole.

A recurring problem encountered by Project Bold participants is foot blisters. "Breaking in" a new pair of boots consists of more than just wearing them around the house for a few hours, or taking a short hike. Even shoes you have worn on a few fairly long hikes are not broken in if the hikes have been on fairly level terrain. Here are some suggestions for minimizing foot problems:

1. When new, wear boots around the house for a few hours to wear away initial stiffness.

2. Take a few short hikes. If you feel a "hot spot" (which invariably turns into a blister if not cared for), cover with a generous moleskin patch (Dr Scholl's moleskin is availble in foodland or in economy drugstores).

3. Take progressively longer hikes on varying types of terrain, perhaps with a pack.

4. If you can walk for four hours in your boots, on terrain which includes steep uphill and downhill sections, without experiencing blisters and/or cramping, both your boots and your feet are in good shape.

## SUGGESTED CONDITIONING ROUTINE

FOR THE BODY....

No one need be an Olympic champion to successfully complete a Project Bold course. However, we do a lot of physical things. Unless you have been actively engaged on a daily basis in a rigorous sports program, chances are that your muscles could use stretching and toning, and that your wind is not what it could be. If you arrive here like that, we can practically assure you of a fair amount of misery for the first week or so. On the other hand, if you start today on the simple conditioning routine we suggest below, and keep at it religiously until you arrive, you should not experience any unusual difficulty during the course.

1. Do at least five push-ups morning and night each day.
2. Do at least five chin-ups each day.
3. Do at least 20 sit-ups each morning and night.
4. Jog and run one mile each day, preferably over varying terrain.
5. Begin cutting down on smoking and slurping (soft drinks, pastries, and other stuff of the kind).
6. Make sure your feet are in good shape (no hangnails, bad calluses, etc).
7. Arrive with good teeth; a dental check-up is advisable.

NOTE: A good book dealing with physical conditioning is Cooper's Aerobics, available in most libraries and carried by the Stars & Stripes bookstores in paperback. We strongly suggest that you pick up a copy. It is enjoyable reading and just may provide you with the inspiration you need to help you stick to your conditioning schedule. The book, incidentally, has applications to your everyday life as well as to Project Bold.

SPECIAL NOTE FOR ADULTS: No matter what shape you think you are in, the years take their toll. Each summer, a significant number of adult Project Bold participants suffer considerable discomfort from knee soreness, resulting from walking on steep downhill grades while carrying a pack. Unless you happen to be under about age 21, you are susceptible. A simple exercise that we have found most effective in preventing this soreness can be done twice per day for the two weeks just prior to your arrival here:

> Sitting in a chair, hook your ankle under a five- or ten-pound weight (a dumbbell, paint can or any such thing will work). Now lift your foot until your leg is straight, hold for five seconds, and slowly lower your foot back down to the ground. Repeat 10-20 times with each leg, twice per day. (You may find it easier to hook both ankles under the weight at the same time.)

FINAL NOTE FROM PAST PARTICIPANTS: The singularly most repeated suggestion from former participants is to implore the necessity of coming fit and with a well-broken-in pair of boots.

It is difficult to enjoy our exquisite mountain setting if you are suffering from blisters, or sore knees, or aching muscles and lungs. Gradually getting your body and shoes used to increased energy output before you arrive will pay you many dividends during the course. Don't procrastinate, don't rationalize, don't forget. Start now....and KEEP IT UP!

FOR THE MIND....

Like others, you may find Project Bold is more of a mental challenge than a physical one. To prepare, we can suggest the following books, available through most libraries. Read at least one in each category.

1. Adventure:

> Endurance, Alfred Lansing
> Everest: The West Ridge, Thomas F. Hornbein (Sierra Club, Ballantine)
> Starlight and Storm, Gaston Rebuffat
> Annapurna, Maurice Herzog
> Conquistdores of the Useless, Lionel Terrey

2. Inspiration:

> Walden, Henry David Thoreau
> Markings, Dag Hammarskjold
> This is American Earth, Nancy Newhall/Ansel Adams (Sierra Club, Ballantine)

| | | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mile run | time | | | | | | | | | | | | | | |
| Number of Sit-ups | PM | | | | | | | | | | | | | | |
| | AM | | | | | | | | | | | | | | |
| Number of Chin-ups | | | | | | | | | | | | | | | |
| Number of Push-ups | PM | | | | | | | | | | | | | | |
| | AM | | | | | | | | | | | | | | |
| Mile run | time | | | | | | | | | | | | | | |
| Number of Sit-ups | PM | | | | | | | | | | | | | | |
| | AM | | | | | | | | | | | | | | |
| Number of Chin-ups | | | | | | | | | | | | | | | |
| Number of Push-ups | PM | | | | | | | | | | | | | | |
| | AM | | | | | | | | | | | | | | |
| Mile run | time | | | | | | | | | | | | | | |
| Number of Sit-ups | PM | | | | | | | | | | | | | | |
| | AM | | | | | | | | | | | | | | |
| Number of Chin-ups | | | | | | | | | | | | | | | |
| Number of Push-ups | PM | | | | | | | | | | | | | | |
| | AM | | | | | | | | | | | | | | |
| Mile run | time | | | | | | | | | | | | | | |
| Number of Sit-ups | PM | | | | | | | | | | | | | | |
| | AM | | | | | | | | | | | | | | |
| Number of Chin-ups | | | | | | | | | | | | | | | |
| Number of Push-ups | PM | | | | | | | | | | | | | | |
| | AM | | | | | | | | | | | | | | |

Perhaps you will wish to use this chart to maintain a record of your conditioning progress.

| ITEM | TO BE FILLED OUT/SIGNED BY | TO BE SENT TO | DEADLINE | COMMENTS |
|---|---|---|---|---|
| INITIAL APPLICATION | participant | Hinterbrand* | 1 April | *** |
| FEE | participant | Hinterbrand | 1 April | ** |
| MEDICAL STATEMENT | doctor | Hinterbrand | 15 May | ** |
| SF-93 MED HISTORY | participant | Hinterbrand | 15 May or handcarry | |
| EMERGENCY INFORMATION | participant | Hinterbrand | 15 May or handcarry | |
| PLEDGE | participant | Hinterbrand | 15 May or handcarry | signature optional; compliance expected |
| MEDICAL POWER OF ATTORNEY | participant AND notary public (JAG Office) | Hinterbrand | 15 May or handcarry | high school students only; make out to Project Bold Staff or to Director, Project Bold |

* Project Bold, Hinterbrand Lodge, APO 09029

** These items should all have been submitted prior to your receipt of this packet. If you failed to submit any of these earlier, please do so at once.

*** The initial application will hold your place in the quota system for two weeks, after which your application will be moved to the alternate list until application data are completed.

STANDARD FORM 88
JANUARY 1971
GSA FPMR 101–11.8

Approved
Office of Management and Budget No. 29–R0191

# REPORT OF MEDICAL HISTORY

**(THIS INFORMATION IS FOR OFFICIAL AND MEDICALLY-CONFIDENTIAL USE ONLY AND WILL NOT BE RELEASED TO UNAUTHORIZED PERSONS)**

| 1. LAST NAME—FIRST NAME—MIDDLE NAME | | 2. SOCIAL SECURITY OR IDENTIFICATION NO. |
|---|---|---|
| 3. HOME ADDRESS *(No. street or RFD, city or town, State, and ZIP CODE)* | | 4. POSITION *(Title, grade, component)* |
| 5. PURPOSE OF EXAMINATION | 6. DATE OF EXAMINATION | 7. EXAMINING FACILITY OR EXAMINER, AND ADDRESS *(Include ZIP Code)* |

8. STATEMENT OF EXAMINEE'S PRESENT HEALTH AND MEDICATIONS CURRENTLY USED *(Follow by description of past history, if complaint exists)*

9. HAVE YOU EVER *(Please check each item)*

| YES | NO | *(Check each item)* |
|---|---|---|
| | | Lived with anyone who had tuberculosis |
| | | Coughed up blood |
| | | Bled excessively after injury or tooth extraction |
| | | Attempted suicide |
| | | Been a sleepwalker |

10. DO YOU *(Please check each item)*

| YES | NO | *(Check each item)* |
|---|---|---|
| | | Wear glasses or contact lenses |
| | | Have vision in both eyes |
| | | Wear a hearing aid |
| | | Stutter or stammer habitually |
| | | Wear a brace or back support |

11. HAVE YOU EVER HAD OR HAVE YOU NOW *(Please check at left of each item)*

| YES | NO | DON'T KNOW | *(Check each item)* |
|---|---|---|---|
| | | | Scarlet fever, erysipelas |
| | | | Rheumatic fever |
| | | | Swollen or painful joints |
| | | | Frequent or severe headache |
| | | | Dizziness or fainting spells |
| | | | Eye trouble |
| | | | Ear, nose, or throat trouble |
| | | | Hearing loss |
| | | | Chronic or frequent colds |
| | | | Severe tooth or gum trouble |
| | | | Sinusitis |
| | | | Hay Fever |
| | | | Head injury |
| | | | Skin diseases |
| | | | Thyroid trouble |
| | | | Tuberculosis |
| | | | Asthma |
| | | | Shortness of breath |
| | | | Pain or pressure in chest |
| | | | Chronic cough |
| | | | Palpitation or pounding heart |
| | | | Heart trouble |
| | | | High or low blood pressure |
| | | | |
| | | | |

| YES | NO | DON'T KNOW | *(Check each item)* |
|---|---|---|---|
| | | | Cramps in your legs |
| | | | Frequent indigestion |
| | | | Stomach, liver, or intestinal trouble |
| | | | Gall bladder trouble or gallstones |
| | | | Jaundice or hepatitis |
| | | | Adverse reaction to serum, drug, or medicine |
| | | | Broken bones |
| | | | Tumor, growth, cyst, cancer |
| | | | Rupture/hernia |
| | | | Piles or rectal disease |
| | | | Frequent or painful urination |
| | | | Bed wetting since age 12 |
| | | | Kidney stone or blood in urine |
| | | | Sugar or albumin in urine |
| | | | VD—Syphilis, gonorrhea, etc. |
| | | | Recent gain or loss of weight |
| | | | Arthritis, Rheumatism, or Bursitis |
| | | | Bone, joint or other deformity |
| | | | Lameness |
| | | | Loss of finger or toe |
| | | | Painful or "trick" shoulder or elbow |
| | | | Recurrent back pain |
| | | | |
| | | | |

| YES | NO | DON'T KNOW | *(Check each item)* |
|---|---|---|---|
| | | | "Trick" or locked knee |
| | | | Foot trouble |
| | | | Neuritis |
| | | | Paralysis (include infantile) |
| | | | Epilepsy or fits |
| | | | Car, train, sea or air sickness |
| | | | Frequent trouble sleeping |
| | | | Depression or excessive worry |
| | | | Loss of memory or amnesia |
| | | | Nervous trouble of any sort |
| | | | Periods of unconsciousness |
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12. FEMALES ONLY: HAVE YOU EVER

| | | | |
|---|---|---|---|
| | | | Been treated for a female disorder |
| | | | Had a change in menstrual pattern |

13. WHAT IS YOUR USUAL OCCUPATION?

14. ARE YOU *(Check one)*
☐ Right handed ☐ Left handed

93–101–01

| YES | NO | CHECK EACH ITEM YES OR NO. EVERY ITEM CHECKED YES MUST BE FULLY EXPLAINED IN BLANK SPACE ON RIGHT |
|---|---|---|
| | | 15. Have you been refused employment or been unable to hold a job or stay in school because of:<br>A. Sensitivity to chemicals, dust, sunlight, etc. |
| | | B. Inability to perform certain motions. |
| | | C. Inability to assume certain positions. |
| | | D. Other medical reasons (*If yes, give reasons.*) |
| | | 16. Have you ever been treated for a mental condition? (*If yes, specify when, where, and give details*). |
| | | 17. Have you ever been denied life insurance? (*If yes, state reason and give details.*) |
| | | 18. Have you had, or have you been advised to have, any operations? (*If yes, describe and give age at which occurred.*) |
| | | 19. Have you ever been a patient in any type of hospitals? (*If yes, specify when, where, why, and name of doctor and complete address of hospital.*) |
| | | 20. Have you ever had any illness or injury other than those already noted? (*If yes, specify when, where, and give details.*) |
| | | 21. Have you consulted or been treated by clinics, physicians, healers, or other practitioners within the past 5 years for other than minor illnesses? (*If yes, give complete address of doctor, hospital, clinic, and details.*) |
| | | 22. Have you ever been rejected for military service because of physical, mental, or other reasons? (*If yes, give date and reason for rejection.*) |
| | | 23. Have you ever been discharged from military service because of physical, mental, or other reasons? (*If yes, give date, reason, and type of discharge: whether honorable, other than honorable, for unfitness or unsuitability.*) |
| | | 24. Have you ever received, is there pending, or have you applied for pension or compensation for existing disability? (*If yes, specify what kind, granted by whom, and what amount, when, why.*) |

I certify that I have reviewed the foregoing information supplied by me and that it is true and complete to the best of my knowledge.
I authorize any of the doctors, hospitals, or clinics mentioned above to furnish the Government a complete transcript of my medical record for purposes of processing my application for this employment or service.

| TYPED OR PRINTED NAME OF EXAMINEE | SIGNATURE |
|---|---|
| | |

NOTE: HAND TO THE DOCTOR OR NURSE, OR IF MAILED MARK ENVELOPE "TO BE OPENED BY MEDICAL OFFICER ONLY."
25. Physician's summary and elaboration of all pertinent data (*Physician shall comment on all positive answers in items 9 through 24. Physician may develop by interview any additional medical history he deems important, and record any significant findings here.*)

| TYPED OR PRINTED NAME OF PHYSICIAN OR EXAMINER | DATE | SIGNATURE | NUMBER OF ATTACHED SHEETS |
|---|---|---|---|
| | | | |

REVERSE OF STANDARD FORM 93

☆ U.S. GOVERNMENT PRINTING OFFICE: 1971—O—434-008